

**Bison
Elementary School**

Title I

Schoolwide

Plan

**Revised
May 2016**

Bison School Mission Statement

Bison School District holds the vision to promote a healthy environment fostering academic growth, instilling pride in rural community, and inspiring responsible life-long learners as citizens of a global world.

- We will create an environment where all students feel confident and competent to meet the challenges of a technological society.
- We will provide an academic curriculum with high goals and expectations for all students provided by highly qualified teachers.
- We will strive to develop respect, integrity, compassion, and responsibility within each student.
- We will prepare students to participate actively and successfully as productive, responsible citizens.
- We will appreciate and respect the historical uniqueness of the community, county, state, and country.

Program Development

Revision Team

Parents	
School Staff	Roxie Seaman, Heidi Collins, Julia Brixey, Donna Keller, Joyce Waddell
District Representative	Superintendent Marilyn Azevedo
Community Representative	JoAnn Shea

Technical Support for Plan

Betsy Chapman- Schoolwide and Title I support

Dawn Smith- Schoolwide support

Schoolwide Title I Conference- information about revising and rewriting our plan

Bison School elementary staff is responsible for implementing the plan, discussing and reviewing the plan, and making changes regularly.

Bison School District is responsible for providing financial support, personnel to implement the plan, and appropriate professional development to meet schoolwide goals. The teachers, based on data, are making decisions about which students need strategic or intensive support.

The State Department is responsible to provide technical support. In addition a School Support Team leader will assist in revising the Schoolwide plan. The State Department is responsible for final approval of the plan.

History of the Plan

Bison Elementary School grades K-6 began planning for the Schoolwide Project in the fall of 1999. We were encouraged by the state review team to change from targeted assistance to school wide to better serve the needs of our students. Bob Rose was our support person. He was an invaluable source of knowledge and encouragement as we worked through the obstacles of coming to a consensus on our plan.

We used the card sort to determine our needs. This process took several weeks. After prioritizing our needs, we formed committees to work on various goals. By early May 2000, our plan was ready for approval.

Since 1999 we have continued to utilize and revise our plan as we strive to meet the needs of all the students. In 2010-2011 our staff/parent team worked together to totally rewrite the plan to meet new state guidelines. Parents on the team included Amy Day, Stacy Kvale, Karen Voller and Trish Peck. The community representative was JoAnn Shea. Bob Rose was once again the SST for this project. His guidance was greatly appreciated.

COMPREHENSIVE NEEDS ASSESSMENT

A data committee has been established to review past and current data (i.e.SBAC, Dakota Step, AIMSweb and DRA). The committee will also work to create and implement a plan for future curriculums and assessments. Based on data, the District will purchase a new reading curriculum aligned to the Common Core for the 2016-2017 school year.

The teachers are encouraged to make adjustments in curriculum and presentation of standards accordingly. They have administered the AIMSweb tests and have access to the results as soon as the scores are posted. Collaboration between the Title I director and Schoolwide teachers is an ongoing occurrence. Changes in teaching strategies and implementation of interventions are done based upon individual student needs.

Throughout the year parents are encouraged to express ideas that would help their child achieve greater academic success. This input will be accepted via email, telephone, letters or personal contact. The information will be considered when updating and revising the K-6 schoolwide plan.

During the 2014-2015 school year the K-3 teachers took part in the state wide Reading Coach program and completed course work in the Core Reading program. In the summer of 2015, a group of elementary teachers attended the Title I Regional Data Retreat to

develop a comprehensive and systematic data review plan. This past year teachers in K-6 and 7-12 did a comprehensive curriculum review of available materials for reading instruction aligned to Common Core.

AIMSweb Results

Results are the 2015-2016 percentages of students scoring at or above AIMSweb targets in the spring.

Early Literacy	Letter Naming	Letter Sound	Phoneme	Nonsense words
K	70%	80%	90%	70%
1 st	NA	NA	NA	100%

Grade	Reading RCBM	Maze
1	88%	NA
2	73%	NA
3	65%	60%
4	88%	88%
5	60%	50%
6	43%	50%

AIMSweb Results Math- students scoring at or above AIMSweb targets in the spring

Early Numeracy	Oral Counting	Number Identification	Quantity Discrimination	Missing Number
K	90%	90%	90%	70%
1st	94%	88%	88%	88%

Grade	Math Computation	Math Cap Concepts and Applications
1st	100%	NA
2nd	100%	73%
3rd	70%	60%
4th	75%	75%
5th	90%	50%
6th	57%	36%

GOALS, OBJECTIVES, STRATEGIES

Students will achieve high standards in reading based on individual strengths and needs.

80% of students K-6 will be average or above in reading skills in the spring.

Strategies:

- A. Individual strategies for pull-out and in class assistance will be provided for grades K-6 and will vary according to student need. Dyslexia tutoring using the Read Naturally program will be implemented.

- B. Independent reading will take place every day with a varying amount of time according to grade level.
- C. Summer school classes provided by highly qualified schoolwide staff will be offered to students for remediation and maintenance of skills.
- D. Cooperative teaching involving the Reading Specialist and classroom teacher will be utilized as needed.
- E. Aimsweb progress and strategic monitoring will be administered as needed.
- F. Leveled trade books will be incorporated into the reading curriculum.
- G. The District will take advantage of professional development opportunities provided by the state.
- H. Teachers will provide grade appropriate language arts activities.
 - Kindergarten**-letter of the week, teacher read-alouds, vowel phonics, word games, popcorn words, guided reading, Read alone books, Take home books
 - Grade 1** -word walls, syllable and word drills, whiteboard practice, small group reading, spelling and reading team games, listen to reading, read to self, partner reading, journaling, vocabulary, Tickettoread.com, Instant Writing, Smartboard activities, white board practice.
 - Grade 2**-Readers Workshop/notebook, Smartboard, partner read, read-to-self, theme activities, plays, Readers Journal, Daily Language Review, Word Work, Scholastic Weekly Readers, ticket to read, guided reading, Core reading
 - Grade Three**-vocabulary games, teacher read-aloud/modeling of skills (inferences, connections, etc.), guided reading, making words, reading calendars, Smartboard, Daily Oral Language, Reading Response journal, Month by Month Phonics
 - Grade 4**-teacher read-aloud, modeling of skills, guided reading, prefix, suffix and root word meanings, spelling strategies, decoding, independent book projects, novel units, journals, silent reading, cross-curricular reading topics, fluency practice, interactive Language Arts Notebooks, Weekly Reader
 - Grade Five**-note taking, vocabulary studies, student pair reading, strategies for comprehension-summarizing-predicting-questioning, Daily Oral Language, spelling strategies/decoding, science and social studies connections to reading comprehension, novel units, inquiry, Readers Theater, strategies for fluency, personal reading goals.
 - Grade Six**-Interactive Notebooking, strategies for comprehension-summarizing-predicting-questioning, spelling strategies/decoding, science and social studies connections to reading comprehension, novel units,

Evaluation of Strategies:

Formative assessments- Fall AIMSweb Benchmark K-6, Unit Theme Tests, Unit Skill Tests, DRA

Summative assessments- Spring Aimsweb Assessment K-6, Smarter Balance 3rd-6th grade

Strategy Implemented	Timeline of Strategy Implemented	Name of Assessment Tool	Results	Summative Comments
Teachers will provide grade appropriate language arts activities	Fall-Spring	AIMSweb	Pre Assessment Fall Benchmark DRA	One of the classes met the reading goal
		DRA	Post Assessment: Spring Benchmark DRA	
	Spring	Smarter Balance	State Report Card	

Students will achieve high academic standards in math based on individual strengths and needs.

80% of students K-6 will be average or above in math skills in the spring.

Strategies:

- A. Pullout and in-class assistance will be provided for students K-6.
- B. Cooperative teaching involving the Math Specialist and the classroom teacher will be implemented as needed.
- C. Teachers will provide grade appropriate word problems, computation problems and use of manipulatives to students daily.

Kindergarten-daily counting, math songs, calendar activities, math journals, small group games, Smartboard, role-play math situations

Grade 1-Smartboard, flashcards, manipulatives, use of number line, problem of the day, Gumball math, role-play math situations, group work, xtramath.org

Grade 2-five minute flashcard drill, word problem of the day, daily math review, addition/subtraction Rocket Math, money songs, Smartboard use for introduction and practice of skills, daily calendar, reviewing place value, money, Xtramath.com, mathfactcafe.com

Grade 3-word problem of the day, daily review, X-tra Math 5 min. tests, multiplication facts chants, Smartboard, Moby Max

Grade 4-daily problems of the day which encompasses the math standards, Smartboard, inquiry based learning through investigative, hands-on learning, fact fluency using technology, multiplication and division tests, class whiteboard work, daily review of previously taught lesson, Common Core textbook, skill and inquiry based math centers

Grade 5-Smartboard activities, class white board work, daily word problems based on problem solving strategies, MyMath base concepts and cross curricular activities, Common Core Bell Work, daily review of previously taught skills

Grade 6-Interactive notebooking, daily word problems based on problem solving strategies, daily review of previously taught skills, Common Core textbook, Khan Academy, Rocket Math

D. Summer school classes provided by highly qualified schoolwide staff will be offered to students for remediation and maintenance of math skills

Evaluation of Strategies:

Formative assessments- Fall AIMSweb Benchmark, Chapter/Unit tests

Summative assessments- Spring Aimsweb Assessment K-6, Smarter Balance 3rd-6th

Strategy	Timeline of Strategy Implemented	Name of Assessment Tool	Results	Summative Comments
Teachers will provide grade appropriate word and computation problems and use of manipulatives	Fall-Spring	AIMSweb	Fall Benchmark	One of the classes met the math goal.
			Spring Benchmark	
	Spring	Smarter Balance	State Report Card	

INSTRUCTION BY HIGHLY QUALIFIED STAFF

There are 19.5 teachers, 13 support staff, and 1 administrator employed by Bison School District K-12. All paraprofessionals meet NCLB standards of employment.

Paraprofessionals K-6 work directly under the supervision of highly qualified teachers.

Strategies to attract highly qualified teachers include the following:

1. Advertise on the SD and ND Associated School Board Website, getjobs.com and Local/Regional/Statewide Classifieds
2. Sign-on bonuses
3. Small class sizes
4. School achievement
5. Paraprofessionals and support staff provide extra assistance
6. Opportunity for salary increases dependent upon professional development
7. Send representative to BHSU teacher fair
8. Personal emails to prospective candidates
9. ASBD Teacher Placement Service
10. Teachers-Teachers.com
11. International Teachers Exchange Program
12. University of Montana website
13. Pay moving expenses

Professional Development

Bison School District

Staff Development Plan

Bison School District 52-1
P.O. Box 9 – 200 East Carr Street
Bison, South Dakota 57620
605-244-5271

Prepared by Bison School District 52-1
Elementary and Secondary Teaching Staff
And Paraprofessional Staff

Marilyn Azevedo, Superintendent

05/07/2015

Date

I. Staff Professional Development Plan Committee

This plan was drafted at the Teacher Effectiveness In-service, which was conducted on April 28, 2014, with all the Bison School District K-12 teaching staff in attendance. All teachers and paraprofessionals who attended the In-service are listed below, as members of the Staff Development Plan Committee.

Committee members who provided input into the plan: Superintendent Marilyn Azevedo and Teachers-- Shawnda Carmichael, Abby Landphere, Kalin Chapman, Christi Ryen, Bev Kopren, and Michelle Stockert

II. Needs Assessment

The Assessment: The staff and administration conducted a discussion of all staff professional development needs for the 2014-2015 school year and including any professional development needs that would be addressed in the Pre-service professional development at the beginning of the 2015-2016 school year and continue into the 2016-2017 school year.

Results: After discussion and prioritization, the following needs were put into the plan as the areas of professional development to be accomplished during the time frame of this plan:

- a. State Initiatives-1. Common Core
 2. Teachscape
 3. SD Teacher Effectiveness
 4. SLO
- b. Curriculum and Instruction-1. Curriculum Planning and Pacing Guide
 2. Staff will attend workshops in individual discipline areas
 3. Mentoring Program
 4. Scheduled Teacher Collaboration
- c. Technology-1. TIE Conference-Improve staff knowledge of technology through attendance
 2. Smartboard Technology-Training utilization and forum for sharing ideas
- d. Classroom Management-1. Mentoring Program

2015-2016

Teacher Effectiveness	Title I Wednesdays Cafe'
Assessment Portal Training	Smarter Balance Assessment Training
NWAS IEP Training	Systems Change Conference
D-STEP-A Training	DOE Curriculum Webinars
Infinite Campus	Math/Science Conference
SD Special Ed. Conference	Dr. Temple Grandin: Autism
FERPA Trainings	Associated School Boards Supt. Training
SD Health Standards	Technology Boot Camp
Summit Autism Training	Mentor Program for 1-3 Year Teachers
Science Standards Training	Healthy Interventions for Autism,
Library Boot Camp	Library State Conference

Tie Conference	SLO Training
SPED Teacher Effectiveness Training	IEP Process in Action
DOE Data Retreat	OCR Training
Social Studies Standards Training	E-Rate
OER and Makerspace Training	Online Science Standard Training
SDHSAA Meeting	Life Skills Health Curriculum
Teaching Students with Autism: Strategies for Success	AIMSweb Webinars
Healthy Intervention for Autism, Sensory and ADHD in Children and Adolescents	

PARENT INVOLVEMENT AND EDUCATION

District Parent Involvement Policy

We recognize the importance of parent involvement in assuring student success and hereby adopt these policies:

1. Parents may receive a survey at parent/teacher conferences that will be used to help determine the effectiveness of the Schoolwide Program and to plan for the upcoming year.
2. A public meeting will be held each spring to review and revise the Schoolwide Plan. Staff, parents and community members will be invited to attend and contribute their ideas.
3. The Parent/Student/School Compact will be reviewed annually. This document will be included in the School Handbook.
4. Parents will be encouraged to participate in their children's education by visiting the school, volunteering in the classrooms, and participating in Parent /Teacher conferences, the Fall Back to School Event, Family Library Night, Read Across America Week, Summer Reading program and other events, including school assemblies.
5. Parents will be allowed access to their child's school records and materials, and also to school property that will assist them in facilitating their child's education.
6. They will receive descriptors and assessments used in their child's education such as the Content Standards and Aimsweb testing results.
7. Parents are encouraged to check the web site for Bison School at www.bison.k12.sd.us for a link to access this document on line.

Adopted Sept 27, 2000
Revised May 2016

Title I, Part A

Bison Elementary School Parental Involvement Policy

PART I GENERAL EXPECTATIONS

Title I annual meeting will be held at Bison School in the fall of each school year at a Back to School parent and student evening. This event is open to all K-6 and preschool/Head Start students and their families. This meeting will explain Title I involvement in their student's education. This includes the Schoolwide plan and Parent Involvement Policy. Copies of the Bison Elementary School Schoolwide plan will be available at the annual meeting. Copies of the Parent Involvement Policy will be included in the August patron letter mailing.

Throughout the year parents will have opportunities to be involved in their child's education. Parents will be encouraged to visit the school, volunteer in the classrooms or schoolwide activities, and attend Parent/ Teacher conferences, Family Library Night, Classroom performances and activities, Read Across America Week and other events that enhance their child's education. These activities will be held at various times throughout the year allowing for parents to choose which events will work with their schedule.

A public meeting will be held each spring to review and revise the Schoolwide Plan and Parent Involvement Policy. Parents are encouraged to voice any ideas or concerns about the Title I activities or Parent Involvement opportunities Bison Elementary School provides. Concerns or questions that cannot be addressed by the Title department or superintendent at Bison School will be forwarded to the State Department of Education.

Parents of school wide students will be informed of activities via various forms of media. Title I teachers will use notes home, community marquee, newspaper, school bulletin, website, e-mail, monthly patron letter and the local access channel to inform parents of school activities.

Bison Elementary School uses researched based curriculum in all K-6 classrooms. Assessments are done periodically in the classroom with chapter tests, daily quizzes and unit projects. Bison Elementary School uses the AIMSweb benchmark system to assess the students in the fall, winter, and spring. Students needing extra assistance are identified through these assessments and daily work.

Title I staff will be available throughout the year to answer parental questions and make changes to a student's education as requested by parents.

Bison Elementary School will have a spring meeting to record parent concerns, review the schoolwide plan and make changes to it. The revised plan will then be submitted to the local education agency.

Bison Elementary School Parent/Student/School Compact 2016-2017

The Bison Elementary School, along with its students and their parents, is in agreement with the outlining conditions of this compact. They will share responsibility for improved student academic achievement and the means by which they build and develop a partnership that will help children achieve the state's high standards.

SCHOOL:

- Will follow current content standards using research based instruction.
- Keep parents informed of student achievement by using midterm progress reports and report cards, conferences at the fall and spring semesters; reports of state testing, Smarter Balance and Aimsweb assessments, using Infinite Campus, and teacher contact during prep periods.
- Offer opportunities for parent input and participation in our school and training programs to benefit the education of the students.

PARENTS:

- Will be an active participant in their child's learning by connecting school curriculum with their child's interests using materials sent home by the school and materials found at home.
- Communicate regularly with child and teacher about school; not only at conferences but throughout each quarter.
- Will work as a team with teachers to address individual student needs.

STUDENTS:

- Will share responsibility for academic achievement with school by being prepared for school with completed assignments and supplies.
- Will demonstrate a desire for their own educational success by asking for extra help when needed.
- Are responsible for communicating with their parents about what is occurring in the classroom.

SUPERINTENDENT:

- Will maintain a positive and safe learning environment.
- Will provide appropriate in-services and training for teachers and parents.
- Will actively and consistently work toward the goal of achieving academic growth.

PART II REQUIRED POLICY ACTIVITIES

Parents have access to a copy of the state standards for their student's grade level on the SD Department of Education website. Letters containing D-STEP, Smarter Balance and AIMSweb results along with interpretation and contact information are mailed directly to parents. Bison Elementary School will provide instruction to the parents on the use of the Infinite Campus system to check their child's grades.

Opportunities for training will be provided to teachers and staff concerning open communication skills, parent teacher conferences and the use of technology to communicate effectively with parents.

A written transition plan will be in place to aid Bison Elementary School staff and all parents of preschool children, including those in Head Start and other preschool facilities, in the transition into Kindergarten. This plan will be reviewed and revised each spring by parents and staff from Bison Elementary School, Badlands Head Start, local preschools and daycare centers.

At the present time there are no students receiving LEP services in the school district. If deemed necessary, measures will be taken to provide information in an appropriate format.

Title I will make every effort to provide necessary materials, childcare, meals, and flexible meeting times needed to ensure the aforementioned programs and activities are implemented.

PARENT INVOLVEMENT OPPORTUNITIES

Title I Annual Meeting/Back to School Event	Library book critiques
Classroom Performances	Parent/Teacher Conferences
Family Library Night	Play Day
Read Across America Week	NWAS Spelling Bee
DARE Graduation	Schoolwide Plan reviews
Grandparent's Day	Summer Reading Program

PARENT INVOLVEMENT WEBSITES

Parent Teacher Association (www.pta.org)
Family Education Network (www.familyeducation.org)
South Dakota Department of Education (<http://doe.sd.gov>)

State testing results are distributed to all parents in grades 3-6 after the school receives them in the summer. The school testing coordinator sends a letter letting parents know they may call the school with any questions concerning the state testing results for their child or the school as a whole. Aimsweb reports may be distributed following Benchmark testing in the fall, winter and spring or at parent/teacher conferences in the fall and spring. Any questions about Aimsweb may be directed to the classroom teacher

or the Title I director. The annual school report card is placed in local businesses in Bison.

TRANSITION PLANS

PRESCHOOL CHILDREN WILL BE ASSISTED IN TRANSITIONING FROM HEADSTART TO KINDERGARTEN

The kindergarten teacher will have continuing contact with local early childhood programs.

- A. The kindergarten and head start teachers will collaborate to aid in planning and transitioning.
- B. Kindergarten roundup will be held in the spring for all 4/5 year olds and parents.
- C. The plan for transitioning all 4/5 year olds to kindergarten will be evaluated annually and updated as needed.
- D. Screenings of birth to 4/5 year olds will be shared with our school with parental permission.

Bison School will work with the families of all 4/5 year olds to inform them of events at school. These families will be invited to participate in activities relevant to their child. Every effort will be made to insure a smooth transition into kindergarten is achieved.

TRANSITION ACTIVITIES WILL BE PROVIDED TO THE SIXTH GRADE STUDENTS AND THEIR PARENTS PRIOR TO ATTENDING SEVENTH GRADE

Parents of sixth graders will be invited to a registration meeting in the spring to ask questions and be given information to help their student transition smoothly.

Transition Plan Special Education

The steps for going to a less restrictive special education program:

The special education team which consists of the general education teacher, special education teacher, administrator, and the parent is considered the IEP team. A meeting notice will be sent to parents to come to the school and be a part of the IEP team. The team will meet and look at data collection, report card, goals, objectives, functional assessment, and current achievement testing. If the student is doing well and does not need a more restrictive program option then the student's amount of time in special education may decrease on the I.E.P. If this should occur the district shall notify the parents first with a prior notice and reasons for it. The team may decrease the amount of special education services and the student continues in special education. It may be a resource room program option to general education program option. The team will continue to communicate by data, progress reports quarterly, and report cards. The team may call a meeting if they feel a need to change the current program option to increase or decrease special education service hours per week. An evaluation will occur every three years to see if the student is still eligible for special education services,

Parents may also request that a complete evaluation be administered to determine continued eligibility. A school district must follow the evaluation procedures before determining that the child no longer has a learning disability. Due to South Dakota's eligibility criteria, it would seem necessary to gather current achievement (standardized and functional) data in order to meet the requirements of determining eligibility. The testing data may indicate decreasing time or a program change. If the evaluation results indicate the student does not meet the eligibility criteria for South Dakota, they must be dismissed from special education. Parents will be notified to meet with the team, review all test data, and be informed why their child no longer qualifies.

After dismissal, general education staff should continue to monitor the student's progress and implement the accommodations/modifications to set in the student up for success. The student cannot be placed on a monitoring IEP or on child count. If the student is not successful then the referral process begins again with the teacher assistant team (TAT). After this process the team may refer to special education and the testing process start over. Often modification, along with the classroom teacher monitoring and communicating with the special education teacher, may be enough for the student to stay in the less restrictive program option.

MONITORING AND SUPPORT

All students K-6 are tested three times per year in the fall, winter and spring with Aimsweb. Students at risk are placed in Intensive or Strategic Monitor programs. This allows the school to assess more frequently and make adjustments accordingly. Teachers have access to these results at any time. They then may collaborate with the Title I director to work on interventions to improve student achievement. Parents are notified after each Benchmark assessment is administered.

Bison School also uses a Teacher Assisted Team, TAT, to help determine what interventions may work with a student before referring a student to be tested for Special Ed. Parents are included in both the TAT and Special Education process.

Reading and Math assessments given throughout the year help identify students who will benefit from added assistance from the Title I director, or Title I paraprofessionals, as well as Special Education assistance. Parents of those students may be notified via email, phone calls, take home notes, and conferences.

Guided Reading is used in the classrooms in the district to improve reading achievement. Students also have access to the SD State Library website with electronic resources, which includes e-books.

FISCAL REQUIREMENTS

1.1 Which federal, state, and local funds are used to support the plan? How are they used?

The School Wide Plan and the Consolidated Application determine annually the goals and objectives for Bison Elementary School. After the goals and objectives are established, funding is allocated from the following sources: Special Education Fund, Title I Part A, REAP, ARRA, and other funds that might become available. Invoices for expenditures are properly coded and charged to the appropriate source fund.

1.2 How is 10% of the Title I school's Title I Part A allocation reserved to fund highly qualified professional development?

Bison Elementary School is not identified for School Improvement. However, Bison Elementary School is committed to ensuring that all staff members remain highly qualified. As a result, 10% of the Title I Part A funding, will be allocated for staff development events and activities. These activities include in-service and a data retreat at the outset of the school year; as well as a number of workshops which will be attended by individuals or small groups. The smaller activities will meet the goals set in the Staff Development Plan. All funding sources will be used to support the staff development activities discussed in this paragraph.

1.3 Describe how the district/school make available an amount equal to 20 percent of its Title I Part A allocation to provide public school choice related transportation and/or supplemental services.

Bison Elementary School is the only elementary school in the district, which precludes the possibility of choice of another school. Bison Elementary School has not been identified for School Improvement.

1.4 What will be the district's financial responsibility?

The Bison School District will oversee the financial management requirements of the fund sources, complete necessary documentation and fulfill compliance obligations.

1.5 How is site-based management being implemented, continued or revoked by the district?

The Bison Elementary School Schoolwide Plan is the school's site-based managed plan. The Bison Elementary School Improvement Team will, as a group, make decisions that are in the best interest of the students.

1.6 What resources were allocated to enable the district/school to meet the goals and objectives? Resources include funding, time, personnel and materials. Budget Summary Report and Time Distribution sheets need to be included in the ONSITE documentation.

General Fund, Special Education Fund, Title, REAP, ARRA and other funding are all used to provide programs which facilitate Bison Elementary School in meeting the stated goals and objectives. Deployment of staff, ordering materials and staff participation in professional development activities are all coordinated in an effort to meet goals and requirements.

ONGOING PROGRAM DEVELOPMENT

Bison School will continue to conduct periodic informal reviews of the Schoolwide plan throughout the year, with a formal annual review in the spring of each year. Administration, staff, paraprofessionals, and parents will be a part of these reviews. Changes may be made to goals, objectives, and strategies as needed to improve student achievement. Each year the team will look at the needs of the plan and make budget recommendations to help implement the plan. Bison School will work as a team to keep their Schoolwide plan current and in compliance with state regulations.

The plan will be available on the school website, on file in the school's offices, and copies will be available at the fall Title I annual meeting and the spring annual review.