

2024-2025 Title I Schoolwide (SW) Plan

District:

Bison School District 52-1

School:

Bison Elementary School

Building Principal:

Superintendent: Dr George Shipley Jr

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

Summer Eisenbraun

Date Completed:

May 14, 2024

Budget Implications

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative: Title I funds will be used for:

- The salary, benefits and wages of Title I staff
- Professional development for elementary and Title 1 staff
- Funding for Pre-K
- MWEA Maps program to assess students
- IXL
- Motivational speaker
- Pathways to reading training
- Supplies for Title 1 programs
- Osmo software
- Teachers pay teachers additional curriculum
- Computers for NWEA Assessment

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 five 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 students.

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: The Bison Elementary School team participated in the SD DOE recommended Comprehensive Needs Assessment regional sessions during the 2021-22 school year. Our team included Mrs. Azevedo, Superintendent; Heidi Collins, Title I Para; Mrs. Jeannie Brickley, Principal; and Shannon Goddard, Title I Interventionist. Our team engaged stakeholders through student, staff, and parent surveys; focus group interviews; and a thorough analysis of data regarding Leadership; Curriculum & Instruction; Family, Climate, Culture; and Talent Development. After identifying and prioritizing needs, our team conducted a root cause analysis and developed an Action Plan to address root causes to positively impact student success. Our process culminated in using the Comprehensive Needs Assessment results to inform our Title I Schoolwide Plan and affiliated grants management budgeting. We have now completed year two of the two-year process for the required Comprehensive Needs Assessment. Please note: The Bison Elementary School Team that developed the CNA has shifted members. Mrs. Jeannie Brickley, Principal and Shannon Goddard, Title I Interventionist are no longer employees of the Bison School District as of the 2022-2023 school year. Shannon Goddard was replaced by Julie Kammerer, Title I Interventionist and Mrs. Azevedo was Superintendent and handled Principal duties as well. The 2022-2023 school year will end with Mrs. Azevedo, Superintendent's retirement. The 2023-2024 Bison Elementary School Team will begin with Dr. George Shipley, Superintendent, Julie Kammerer, Title I Interventionist, and Heidi Collins, Title I Para. Under the guidance of Dr. Shipley, the Bison Elementary Team will continue to evolve.

Summarize the results and conclusions:

Narrative: The following summarizes the results and conclusions of the 2021-2022 Comprehensive Needs Assessment regional sessions for Bison Elementary School.

Our team identified these strengths from the supporting data sources.

1. Several strengths found in the Curriculum and Instruction component include: 100% of the teachers align their lesson to the state standards and include learning targets in their lesson plans. 88% of teachers use instructional strategies in their teaching.
2. A handful of strengths found from the Talent and Development component are: 89% of Non-Certified staff agree that they are required to attend training on culture, climate, and safety, and 100% of Non-Certified staff understand what is expected of them regarding implementation of training.
3. Some strengths found from the Effective Leadership component are: 81.3% of teachers agree that "The principal addresses the school priorities on an ongoing basis;" and 90.2% of the students agree that "The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety."
4. A couple of strengths found in the Family, Community, Culture component are: From the parent survey, we learned that 96.5% of parents agree that their child/children are safe at school. 96.6% of parents agree that they are well informed of attendance throughout the year. From the teacher survey, we gathered that 87.6% of teachers feel all staff members honor the knowledge families offer about their children. Then from our outside observer, we learned that 9 of 9 elementary classrooms had positive and supportive interactions between students and teachers. 89% of the Non-certified staff feel emotionally safe in the overall school environment.

Our team identified the following needs and their supporting data sources.

1. Some weaknesses found from the Curriculum and Instruction component are: Teachers need to include criteria for success in lesson plans; Less standards (include only the standard that is being taught because you can't master/teach all of them in one lesson); Include more instructional strategies and less task (need more small group and whole group, but not worksheets).
2. Several weaknesses found in the Talent and Development component are: 100% of Non-Certified staff disagree that the principal's support enhances their professional growth through the evaluation process, coaching and feedback, and collaborative dialogue; and 78% of Non-Certified staff don't feel that there are resources to provide professional learning opportunities.
3. Weaknesses found in the Effective Leadership component are: Teacher Walkthroughs /Evaluations have not been regularly documented by the principal or supervisor. We found there wasn't a clear understanding about the Principal's role in behavior, supervision, and safety. In addition, teachers couldn't identify the school's priorities.
4. A couple of weaknesses found from the Family, Community, Culture component are: Non-certified staff surveys indicated that 78% don't feel all staff members support one another and 62% don't feel that all school staff members honor beliefs and views of different groups of people. The teachers indicated that they have not been provided on-going training and support to develop their skills for parent and family engagement through P.D. training. There is no evidence of P.D. specific to training staff in working with/engaging parents and families.

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. The burden of proof is on the district to justify these expenditures.

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

Narrative: From the 2020-21 and 2021-22 Comprehensive Needs Assessments, we have learned that Non-Certified staff doesn't feel valued, the role of the Principal is not clearly articulated, there is a lack of understanding about the school's priorities, and we need more professional development days for curriculum mapping/pacing guides.

The objectives and goals of our Planning Team are:

1. Work with BEA and the teachers negotiated agreement to incorporate time for the strategic plan to be implemented, specifically professional development days (4).
2. Create/gather a team of stakeholders that include teachers, community members, parents, and administration to begin creating a five-year strategic plan with a focus on curriculum, professional development, student achievement, and schools' roles from administration to support staff.
3. Training on new math materials and Pathways to Reading programs will be implemented. Teachers will learn how to create a pacing guide with a focus on math and reading as we go through the new materials this year. Teachers will be expected to go through the professional development training provided by the publisher on the uses of the online system and resources available that will help them with implementation of the new materials.
4. Curriculum goals for 2023-24:
English Language Arts
*K-4 will use Pathways to Reading for Beginning of Year (B.O.Y.) and End of Year (E.O.Y.). 65% of students will be at Tier 1 on screener.
*2nd 3rd -6th. both NWEA MAP assessment and Smarter Balance Tests. 80% of students will be at Tier 1 on Screener and 50% of students will be at 3 or 4 on State Assessment.
Math:
All grades K-6th will use Savass Envision our new math curriculum. In K-1 grade, 65% of students will be at Tier 1 on screener. For 2-6 grade, using NWEA MAP's 60% of students will be at Tier 1 on screener. Then 3-6 grade, students will be meet or exceed State % Proficiency
5. SD Assessments and/or NWEA MAP assessment will be used for K-6th grade students will be meet or exceed State % Proficiency expectations.

The Elementary School plans to implement the above strategies/programs to help all students meet our goals. The Evidence-Based Research Resources that were used to help find the new Math and Phonics curriculum, were "What Works Clearinghouse" and "EdReports."

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 the use of the K-12 Language Arts curriculum (Reading Street/Pearson Literature) until a new program is researched and purchased at the end of 2024. Starting this 2023-2024 school year, a new phonics curriculum (Pathways to Reading) will be implemented to improve reading scores. In the beginning of May, our staff will begin training for Pathways to Reading. This program will be used in the k-4 classroom, as well as, Title I and the Special Education classroom. Title I services are provided all day.

We are starting the use of a new K-6 Math curriculum (Envision Math by Savvas). We will continue current services for K-6 students on an IEP for math or receiving dyslexia services. 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.

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 monitored through the Language Arts curriculum and Mathematics curriculum. Additional programs include Reflex, Prodigy, Ninja Math, Rocket Math, Kahn Academy Kids, Starfall, Boddle, DRA, Six-minute Reading, ELA No Prep Intervention Binder, Consortium On Reading Excellence (CORE), No Red Ink, 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. The burden of proof is on the district to justify these expenditures.

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 CORE, Pathways to Reading, 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. CORE, Pathways to Reading, and DRA will be administered as needed. Additional Resources include: My Capstone Library and Storyline.online.net. The school district will take advantage of professional opportunities as the budget allows.

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 curriculum 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 Spelling City. We will be attending Lemmon Pride Day with a professional speaker and TIE.

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 of 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 Google 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.

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. Junior High Students will now have a Career Awareness Class that will be a part of their CTE FACS program.