



# **2020-2021**

# **Title I Schoolwide (SW) Plan**

District:

Harding County School District 31-1

School:

Buffalo Elementary

Building Principal:

Kelly Messmer

Select One: ☐ Initial Plan for new SW Program

☒ Revised Plan for a school currently operating an approved  
SW Program

SD DOE Title I Representative

Laura Johnson Frame

Date Completed:

5-28-20

**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:**

The data analysis process used by Harding County School District is an ongoing process. The in-service held prior to the beginning of the school year includes a data analysis of the results of Smarter Balance testing from the prior spring. This data is used to finalize the goals set for the new school year. The goals were determined in the spring of the year by the team. New data is gathered during the first weeks of the new school year. This process is designed to make changes necessary immediately in order to reach students at risk in a timely manner. It also gives teachers information on the unique needs that may arise with the enrollment of new students. All students in grades K-8 are assessed in reading and math. The baseline data is gathered using DIBELs and Aimsweb. The RTI teachers for reading and math set up schedules with the teachers to help meet the needs of the students. The programs include in class team teaching as well as individual and small group pullout. The small size of the district increases the importance of teacher collaboration. Therefore the special education staff is included in every step of the data analysis to provide them with background information on student progress. The special education staff also provides information to the general and Title I staff on possible interventions to implement for student achievement.

**Summarize the results and conclusions:**

**Narrative:**

The strengths of the school district included the collaborative process utilized by the staff as well as increased parent involvement through the implementation of a PTO in the Buffalo Elementary, HC Middle School and HC High School.

The effective use of the data we have collected is a strength along with coordinated and aligned curriculum. The district has also purchased Lexia and Reflex Math to improve reading and math

**Component 1: §1114(b):**

instruction across the district. It has been tremendously effective. The MAPS program has been purchased also, as we have seen a need for more aligned assessments across the district at all levels. Improving data collection to drive instruction has been a strong force in improving student achievement.

The district has determined that Buffalo Elementary, Harding County Middle School and Harding County High School should all be served with Title I funds as determined by students who qualify for free and reduced meals in each school. The two rural schools, Camp Crook School and Ludlow School, are schools that feed students into the Middle and High school. The schools are entitled to Title I services whether or not they complete the FRLP forms.

<b>Budget Implications:</b>	
10-1273-000-100 Salaries	\$24,308.00
10-1273-000-200 Benefits	\$8,720.00.00
10-1273-000-300 Contract Services	\$1,491.00
10-1273-000-400 Supplies	\$584.00.00
10-1273-000-473 Equipment	\$0.00

## 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:**

All students in grades K-8 are assessed in reading and math. The baseline data is gathered using DIBELs and Aimsweb. The RTI teachers for reading and math set up schedules with the teachers to help meet the needs of the students. The programs include in class team teaching as well as individual and small group pullout. The small size of the district increases the importance of teacher collaboration. Therefore the special education staff is included in every step of the data analysis to provide them with background information on student progress. The special education staff also provides information to the general and Title I staff on possible interventions to implement for student achievement

### **Budget Implications (this must be reflected in the budget in the Consolidated Application):**

10-1273-000-100 Salaries \$24,308.00  
10-1273-000-200 Benefits \$8,720.00.00  
10-1273-000-300 Contract Services \$1,491.00  
10-1273-000-400 Supplies \$584.00.00  
10-1273-000-473 Equipment \$0.00

### **Benchmark/Evaluation:**

The interventions implemented during the 2019/2020 school year helped students to meet the goals the district had set. The middle school improved in reading and math. Buffalo Elementary had 100% participation rate through various parent information projects. Harding County High School had a lower rate of proficiency. However, the participation rate was met. The goals for the 2020/2021 school year include improving reading and math at the high school level, as well as continued improvement in the other schools. The school district credits the collaboration of the staff members, the implementation of a PTO organization for the Buffalo Elementary, Harding County Middle and High School, and increased online intervention programs for the improvements achieved.

### 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:**

The district has many quality programs that enrich the daily learning of each of our students. Our K-12 classrooms have the capability to utilize Reflex math, IXL Language Arts and Math, LEXIA Language Arts and NWEA MAPS software. These programs help our staff analyze data to better serve our students needs with the capability to target students who may need enrichment or remedial work. The district uses these programs in conjunction with our standard driven curriculum for each class we provide. The high school students with the district have a wonderful opportunity to take Advanced Placement Classes as well as Dual Credit classes from state sponsored Universities as a low cost.

#### **Budget Implications:**

10-1273-000-100 Salaries \$24,308.00  
10-1273-000-200 Benefits \$8,720.00.00  
10-1273-000-300 Contract Services \$1,491.00  
10-1273-000-400 Supplies \$584.00.00  
10-1273-000-473 Equipment \$0.00

#### **Benchmark/Evaluation:**

The district will review test scores from the Smarter Balanced tests that are administered every spring for low levels of achievement. This review will be done every fall with the entire staff. With all these programs the district has the capability to look at benchmarks and tailor instruction to best fit each student. Our RTI team and classroom teachers work closely together to blend interventions and core instructional time together. Students who are testing high or need more enrichment activities will have those opportunities as well within the classroom setting. Surveys will be completed yearly on the amount the AP and Dual credit college classes that our high school students complete.

## 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:**

The small population of the Harding County School District allows the district staff to become more familiar with the lives of the students. In order to help homeless or foster students be prepared for school, the district has backpacks available which include basic school supplies. These backpacks have been provided by the Continental Oil company. There are also replacement school supplies available for any students who need them that our PTO graciously donates every year for those in need. An after school homework room is provided Monday through Thursday for one hour each day. This homework room is held from 3-4 on Monday through Thursday every week. Teachers provide assistance to students during that time. Students who are waiting for parents to pick them up may attend the homework room to read or may utilize the adjacent library to wait for parents. Information on student achievement is available to parents in a variety of ways in order to meet whatever process works for them. We have a school based counselor that meets with classes weekly on character education and problem solving techniques. The Parent Portal of the district is set up for parents or students to check their grades and missing assignments. Parents are assisted with setting up an account. The account can be accessed at home or at the county library. Plans are underway to provide computer access to parents after school in the school library. Teachers call parents, send emails, texts or talk to them face to face.

## Component 4: §1114(b) (7)(A)(iii):

The system used is agreed upon by the parents and teachers at the beginning of the school year.

Extended learning programs are also available to students to access in places other than the school building. Students who do not have access to computers at home are able to check out laptop computers in order to complete homework assignments. Online learning is available for all students to access at home or in other centers.

### **Budget Implications:**

10-1273-000-100 Salaries \$24,308.00  
10-1273-000-200 Benefits \$8,720.00.00  
10-1273-000-300 Contract Services \$1,491.00  
10-1273-000-400 Supplies \$584.00.00  
10-1273-000-473 Equipment \$0.00

### **Benchmark/Evaluation:**

The district team will monitor every student within our district yearly. Parental contact is priority and communication will be evident with all of our stakeholders. The classroom teachers will work closely with administration and other staff to make sure we are observant and aware of any issues that a child may have. The administration will make a concerted effort to recruit and maintain highly qualified staff for our educational programs.