

HOME OF THE BRAVES

Eagle Butte School District 20-1

2024-2025

SCHOOL-WIDE

PLAN



CHEYENNE-EAGLE BUTTE MISSION STATEMENT:

To prepare students with the academic, spiritual, physical, cultural, and social skills needed to be productive world citizens and lifelong learners in a technological world.

OUR VISION:

Keeping our Wakanyaja (children) sacred through positive thinking and positive actions.

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.

With assistance of CNA consultants from South Dakota Department of Education, as well as our building leadership team, we completed a Comprehensive Needs Assessment (CNA) with root cause analysis over a year-long span from spring 2019 through March of 2020. When completed, we prepared and submitted a School Success Action Plan for the Upper Elementary School. In 2023, after being removed from Comprehensive School Improvement status, the action plan was continued with additional input gathered after completing training with McRel International Balanced Leadership with the support of the SD DOE School Improvement Department.

Data analysis is an ongoing process. Information is gathered from many sources that include the four lenses: professional practice, family and community, student data, and program structure. Data is analyzed from: SD Summative Assessment grades 3-6; MAP from NWEA for Upper Elementary Math, Reading, and Science (at grade 5 and 6), STAR Reading, BASC3-BESS Universal Screener, and SWIS Behavioral Management Data. Student attendance information is used, figuring data on the percent of students who are present 90% of the time. Behavior statistics, staff development schedules, parent involvement histories, stakeholder surveys, and academic program effectiveness measures are also used.

Through the year, the UE School Improvement Team (SIT) and MTSS Teams collect, organize, and analyze data to guide the coming year. Through data review processes, we complete a crosswalk of data between the MAP and the SD Summative Assessments. We also reviewed how chronic attendance issues affect overall student growth.

Twelve times through this year, the SIT team met to review goals and data as we continued our work with our internal school improvement action plan. The action plan was developed as a result of input gathered after completing training with McRel International Balanced Leadership and the SD DOE School Improvement Department.

The action plan is considered a living document and is built upon and adjusted through the year as goals are created, monitored for success, and met.

Additionally, our SIT worked to restructure our intervention processes for optimization by organizing our Multi-Tiered Systems of Support (MTSS). Outcomes of this venture include the creation of a definitive Academic Support Team, a Behavioral Support Team, and a dedicated RTI Team. Also, our Collaboration Cycle was restructured on a rotating basis as follows, to maximize systemic effectiveness:

Collaboration Cycle: On a weekly rotation, teachers meet together during one prep period each week.

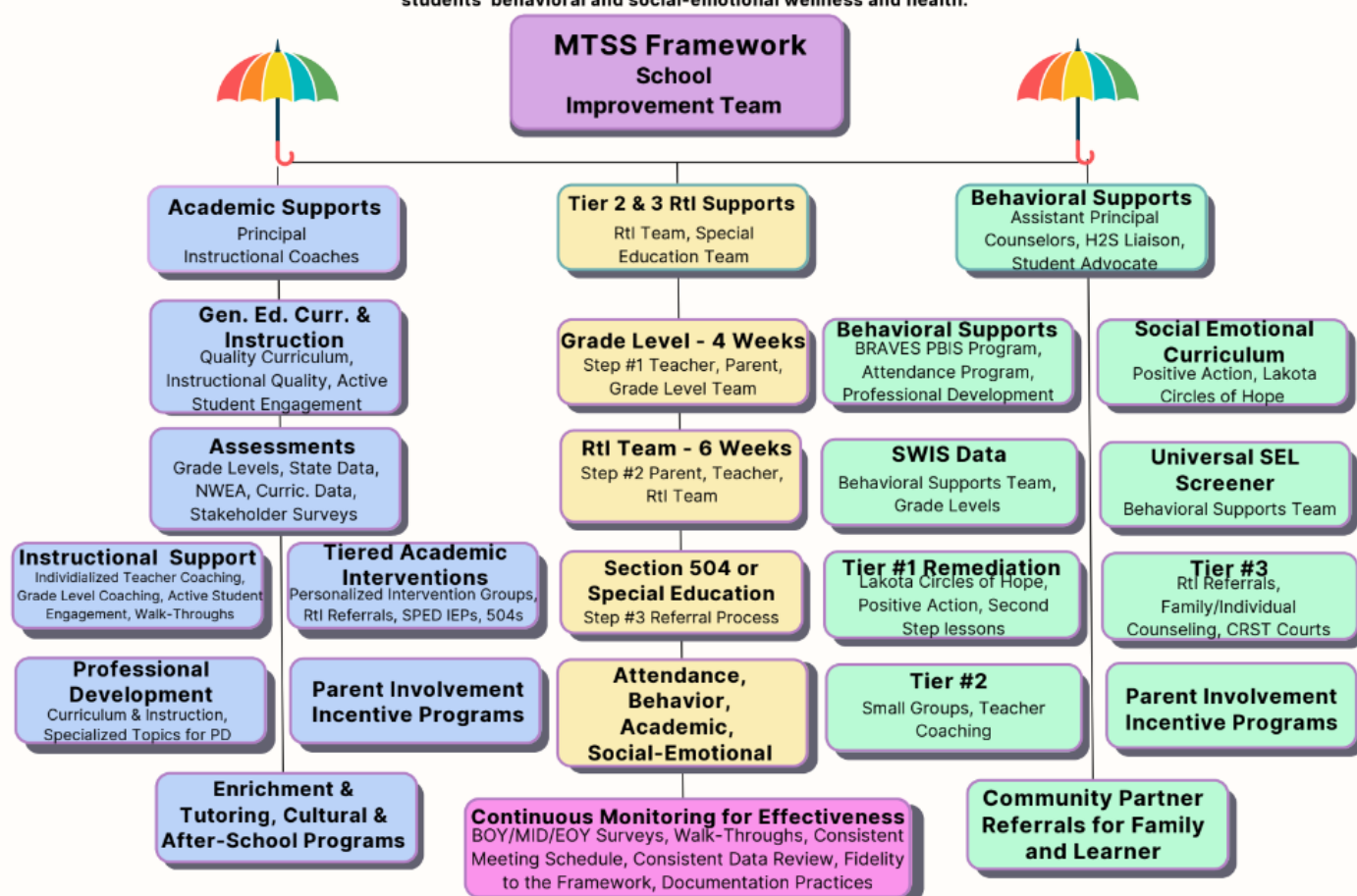
Grade Level Week: The purpose of the meeting is for team collaboration, common planning, PRE-Rtl colleague consultation, and data purposes. Maintains a working agenda with tasks assigned as needed.

Coach's Week: The purpose of the meeting is to discuss curriculum, materials, organizing, instructional support, professional learning topics related to each team or school-wide goals, etc. Maintains a working agenda with tasks assigned as needed.

Focus Week: School-wide topics, related to instructional programming, and behavioral & SEL programming - Maintains a working agenda with tasks assigned as needed.

C-EB SCHOOLS: UPPER ELEMENTARY SCHOOL

The South Dakota MTSS+ (Multi-Tiered Systems of Support) initiative focuses on two areas: 1) MTSS Academics is referred to as Rtl (Response to Intervention): Improve reading and math results for students through teacher training, instructional coaching, evidence-based practices, and tiered intervention supports. 2) MTSS-Behavior is referred to as PBIS (Positive Behavioral Interventions and Supports): Provide supports through MTSS+ for students' behavioral and social-emotional wellness and health.



Summarize the results and conclusions:

With the CNA with Root Cause Analysis, we completed a School Success Action Plan which was completed and signed off and uploaded on May 31, 2022. In 2023, after being removed from Comprehensive School Improvement status, the action plan was continued with additional input gathered after completing training with McRel International Balanced Leadership with the support of the SD DOE School Improvement Department.

Overall, the CNA and McRel Input determined that planning, engagement, and curriculum deficits were the overall needs of the Primary and the Upper Elementary, as the primary is a direct feeder school to the Upper Elementary, and with one grade of the primary school housed in the Upper Elementary building. Professional Development and support in these three areas will continue, with assistance from 1003 funds for the 2024-2025 school year. The goals and tasks are listed below:

School-Wide Goals:

- 1) Improve proficiency and growth in ELA.
 - a) Objective: Teachers will use data to drive rigorous, differentiated instruction.
 - b) Strategy: See tasks.
- 2) Improve proficiency and growth in Math.
 - a) Objective: Teachers will use data to drive rigorous, differentiated instruction.
 - b) Strategy: See tasks.
- 3) Increase the percentage of students who have 90% or better attendance.
 - a) Objective: Students will attend school regularly for consistent instruction.
 - b) Strategy: Monthly encouragement and incentives, data wall to show students and staff progression, monthly notes to classroom teachers notifying them of students who are on the cusp of proficient attendance, and monitoring of individual targeted student progress by the behavior team.

SEL/Behavior Goals:

- 1) Enhance social skills.
 - a) Objective: Increase positive peer interactions of students.
 - b) Strategy: Implement Second-Step Training sessions, strongly incorporate PBIS techniques, have small group counseling sessions for groups in the BASC-3 high risk group.
- 2) Reduce aggressive behavior.
 - a) Objective: Decrease instances of physical aggression by 10% annually.
 - b) Strategy: Use Second-Step program, receive PBIS training and ensure program fidelity, ensure systematic supervision, have group and/or individual counseling sessions, have behavior team meetings every 2 weeks, and form relationships with students.

Internal Action Plan Tasks:

1. Weekly consistent development of usable lesson plans within PlanBook

2. The incorporation of higher order thinking and student engagement strategies into the classroom instruction.
3. Creation and implementation of vertical and horizontal curriculum alignment
4. Comprehensive Assessment Plan Development
5. Continuous Improvement of Teacher Practices: a strategic and scaffolded implementation of an evidence-based instructional model and aligned strategies, including suggested professional learning and coaching supports, and taking into account effective structures and practices already in place.

Teacher effectiveness, instructional planning, and student engagement training will be provided to all certified and administrative staff members during our beginning-of-year professional development sessions, through semesterly book study opportunities, outside learning opportunities, and in-service professional development sessions.

Instructional & Lesson Planning: PlanBook training and support to learn the online platform and to develop high-quality lesson plans will continue for new teachers and other staff as needed. The SEAM Program (Student Engagement and Motivation) will continue in the same manner as PlanBook with a half-day training for new staff and support training to implement strategies from Instructional Coaches and a Consultant. Teachers will be paid the stipend rate for training and work outside the duty/contracted hours.

Along with the new strategies, we will continue to focus on attendance, the Second Steps social-emotional learning curriculum, Bell to Bell teaching of core subject matter that is standards based, and targeted interventions to remediate and enrich learning. The SEAM training will aid in providing strategies for engagement and high-level teaching, and the new lesson plan format will demonstrate what teachers are planning and teaching, according to state standards.

Data analysis is an ongoing process. Information is gathered from many sources that include the four lenses: professional practice, family and community, student data, and program structure. Data is analyzed from: SD Summative Assessment grades 3-6; MAP from NWEA for Upper Elementary Math, Reading and Science (at grade 5 and 6), BASC-3 BESS Universal Screener Data, SWIS Behavioral Management Data, and from the STAR Reading assessment. Student attendance information is used, figuring data on percent of students who are present 90% of the time. Behavior statistics, staff development schedules, parent involvement histories, stakeholder surveys and academic program effectiveness measures are also used.

Each spring, the Building Leadership Team and other interested staff spend a day collecting, organizing, and analyzing data to guide the coming year. During this data retreat and planning day, we completed the crosswalk of data between the MAP and the SD Summative Assessments, and between gains in MAP and attendance. We also reviewed how attendance issues affect overall student growth.

In May, the CSI team met to review data for the school improvement action plan. On May 24, staff had a chance to meet with grade levels above and below them to determine specific needs for the grade coming in. On May 29, 2024, the Building Level Teams spent a day reviewing the year and planning for the new year, including scheduling, data review and planning an event calendar.

Title funds will be used to support the increase of attendance, to decrease class sizes, and to support interventions, as well as purchasing intervention materials and materials to support the use of the new computers for students.

Budget Implications:

We will involve instructional coaches to help new and struggling teachers improve, using the core content standards and core curriculum materials, research-based instructional strategies, and the latest information for PlanBook and SEAM. As new teachers join our team, they will spend two days with the instructional coaches learning about the Upper Elementary programs, including PBIS, First Days of School by Harry Wong, (\$500 at \$30/book) and SEAM strategy training. They will begin their online training for PlanBook, Google Suite, Frontline training, and curricular materials for core subjects as well as supplemental topics. New teachers will be paid at \$35/hour certified (\$30/hour non-certified) x 6 hours x 2 days x 10 staff = \$4,200.

Two (2) instructional coaches will work with teachers in science, math, and reading throughout the year. Funding for 50% of these coach salaries will also be funded with Title I funds. They will use a model of: demonstration, observation, and feedback, to support teachers. The coaches, along with other lead teachers from the Instructional Leadership Team and the principal use the balanced leadership approach for continuous improvement of teacher practices: a strategic and scaffolded implementation of an evidence-based instructional model and aligned strategies. Coaches will have an additional 2-day training for leaders (Jim Knight Teaching/Learning/Coaching), an online training (\$1500). Travel and per diem for the state MTSS or Title I Conference will be made available from federal funds as well (10 people x 4 events with motel, per diem and mileage at @275/person per event = \$2750).

Book studies (15 staff x 16 hours x \$35(certified or \$30 para) = \$8000 per book study. These classes will include a class on including culture into the classroom, social studies workshop series, and increasing writing within the core curriculum.

Meetings for each team in the MTSS processes meet every other week at a specified time. Many meetings are after hours and will be paid from Title I, (\$8,750; \$35/hour x 250 total hours) as well as curriculum mapping after hours pay for grade level teams at the \$35.00 extra hour pay rate for certified teachers.

Title I funds that support the identified needs include:

- Salaries for teachers (computers, intervention) to teach computer skills, reading, and math in small groups and/or individualized study; and salaries of teachers to decrease the students to teacher ratio below 20.
- Salaries for paraprofessionals (6) to assist with interventions, assist with attendance issues, and support staff to improve safety throughout the school.
- Technology including computers and laptops to support all classrooms and interventions.
- Supplies for Intervention, to include new math intervention materials, Reading Mastery materials, Read Right yearly renewal, and licenses for several on-line interventions such as IXL, Renaissance Place including AR and assessments for reading and math, and Exact Path.

After-school tutoring: Extra hour pay at \$35.00/hour for teachers and assistants to tutor students beyond the school day. Title I works in conjunction with Title IV and other funds to provide services

to students in the Upper Elementary until 5:10 dismissal with students picked up by 5:30 three days per week from September to May.

Benchmark/Evaluation:

Data is analyzed from: SD Summative Assessment grades 3-6; MAP from NWEA for Upper Elementary Math, Reading and Science (at grade 5 and 6), and from the STAR Reading assessment. Student attendance information is used, figuring data on percent of students who are present 90% of the time. Behavior statistics, staff development schedules, parent involvement histories, stakeholder surveys and academic program effectiveness measures are also used.

Component 2: §1114(b) (7)(A)(i):

Provide a description of school-wide 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 School-wide 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:

School-Wide Goals:

- 4) Improve proficiency and growth in ELA.
 - a) Objective: Teachers will use data to drive rigorous, differentiated instruction.
 - b) Strategy: See tasks.
- 5) Improve proficiency and growth in Math.
 - a) Objective: Teachers will use data to drive rigorous, differentiated instruction.
 - b) Strategy: See tasks.
- 6) Increase the percentage of students who have 90% or better attendance.
 - a) Objective: Students will attend school regularly for consistent instruction.
 - b) Strategy: Monthly encouragement and incentives, data wall to show students and staff progression, monthly notes to classroom teachers notifying them of students who are on the cusp of proficient attendance, and monitoring of individual targeted student progress by the behavior team.

SEL/Behavior Goals:

- 3) Enhance social skills.
 - a) Objective: Increase positive peer interactions of students.
 - b) Strategy: Implement Second-Step Training sessions, strongly incorporate PBIS techniques, have small group counseling sessions for groups in the BASC-3 high risk group.
- 4) Reduce aggressive behavior.
 - a) Objective: Decrease instances of physical aggression by 10% annually.

- b) Strategy: Use Second-Step program, receive PBIS training and ensure program fidelity, ensure systematic supervision, have group and/or individual counseling sessions, have behavior team meetings every 2 weeks, and form relationships with students.

Internal Action Plan Tasks:

6. Weekly consistent development of usable lesson plans within PlanBook
7. The incorporation of higher order thinking and student engagement strategies into the classroom instruction.
8. Creation and implementation of vertical and horizontal curriculum alignment
9. Comprehensive Assessment Plan Development
10. Continuous Improvement of Teacher Practices: a strategic and scaffolded implementation of an evidence-based instructional model and aligned strategies, including suggested professional learning and coaching supports, and taking into account effective structures and practices already in place.

The Upper Elementary School will utilize the following strategies to promote success with state standards and the state assessment, particularly in mathematics and reading, in underperforming subgroups:

- All students receive core math and a core reading instruction on a daily basis. All underperforming students participate in additional intervention support sessions daily.
- Upper Elementary has math intervention for 30 minutes per day. During those 30 minutes, students have targeted practice on concepts such as fractions, multiplication facts, and geometry (dependent on individual and small group's deficit skills determined by MAP RIT score breakdown areas and observation of core material). This year, we are implementing a math intervention program from Hand to Mind to more effectively meet the needs of all students.
- Upper Elementary schedules 30 minutes of reading intervention daily. SRA Reading Mastery is the base intervention, Read Right is an intervention that works with individualized interventions including Exact Path, Moby Max and IXL. Other students at the same time are working on individualized interventions and/or enrichment. This year, we have added a math intervention program called Hand to Mind. This supplements the new Reveal Math program. ALEKS programming for advanced students may also be purchased for a limited number of students.
- After-school tutoring for Upper Elementary students is open for any student who wants extended opportunities to learn reading and/or math. After-school activities through Title I run concurrent with other federal funds where appropriate (Title IV and a Social Emotional Learning grant).

Budget Implications:

Intervention teachers are paid from Title funds to give students an opportunity to work toward proficiency beginning at the current skill level during their intervention time. Paraprofessionals are scheduled into intervention activities to decrease the group size for more targeted interventions. Both reading and math intervention programs for the Upper Elementary are purchased from Title funds. These scripted programs are designed to meet the child where he or she is and to boost his or her skills toward proficiency. One interventionist also works with STEM enrichment activities and the SMART lab, giving on and above level students the enrichment they need to grow.

After-School programming is offered three days per week from mid-September to early May. This program offers tutoring from Title I funds as well as enrichment activities from Title IVa. Staff are hired as needed at \$35/hour and \$30/hour for paraprofessionals. Most students are picked up at the end of the program, but rides are available to the dorm and homes if the need arises. These are travel costs in Title IV.

Benchmark/Evaluation: Data is analyzed from: SD Summative Assessment grades 3-6; MAP from NWEA for Upper Elementary Math, Reading and Science (at grade 5 and 6), and from the STAR Reading assessment. Student attendance information is used, figuring data on percent of students who are present 90% of the time. Behavior statistics, staff development schedules, parent involvement histories, stakeholder surveys and academic program effectiveness measures are also used.

Increased scores in reading and math, and decreased chronic absenteeism show more engagement and adherence to the strategic plan. — As well, decreased behavior incidents involving OSS denotes increased engagement and more positive relationships among students and with staff.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of school-wide 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 School-wide 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:

The Upper Elementary School will use the following strategies to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum:

- K-6 has a reading core program, Open Court (K-5) and StudySync (6th) and a core math program, Reveal Math (K-12). With this improved curricular alignment, all students in grades K-6 are exposed to the same vocabulary and instructional spiraling and depth, scaffolded over the seven years of elementary school. Curriculum maps will continue to be developed for the reading and math curriculum.
- Attendance incentives are a part of our school PBIS BRAVES Program. This helps to encourage the many students who have a challenging time getting to school daily and on time. Braves Bucks are given for weekly attendance. Other attendance incentives include an extra recess and a treat each quarter, trips to the movies or bowling, and other such activities. PBIS awards and attendance awards are given quarterly at the Breakfast Awards program for students and caregivers, and are a part of the overall program.
- Social Emotional Learning is being practiced and taught throughout the school. We have implemented the Second Step Program to support our PBIS BRAVES and restorative justice practices. The Second Step Program helps all staff to support students in social and emotional learning. We use Second Step Program for Tier I instruction, and a variety of resources to meet the needs of Tier II small group sessions and Tier III individual sessions for counseling support. One counseling/student advocate position is a Title position.
- PBIS (restorative justice practices) uses BRAVES bucks to award students for appropriate behavior. The BRAVES store opens once per month for students to buy BRAVES wear, school supply items, and small trinket items.
- Intervention materials, computers, and computer programs are available in the Upper Elementary School for instructional support and use. Every child has a computer for their use at the Upper Elementary. We continue to increase typing and writing skills, as well as increasing digital literacy through a graded digital literacy program.
- After-school programming is targeted at increasing reading and math skills through small group instruction with instruction from a certified teacher. Programming for after school includes some online tutoring programs, along with small group teacher-led tutoring. Exercise and enrichment activities are offered in our robust After-school program, which runs three days weekly from mid-September to early May.
- Professional development is on-going. C-EB School and the Upper Elementary offer professional development to teachers at the beginning of the year and ongoing through the year. This includes mandatory training and a four-day in-service to begin the year, four in-service ½ days for all staff throughout the year, and a day at the end of the year for PD and transition collaboration. Optional book studies and workshops throughout the year are also planned in extra hour times. As well, teachers are allowed to elect classes that fit with their individual professional development plan. New teachers have two days before contracts

start for orientation to current programs, as well. This year, some professional development time will be spent on integrating culture into the classroom and some time on reviewing and updating our use of the PBIS system. Other PD will include data digs, and reviewing a new instructional model (Gagne's Nine Events of Instruction).

- As a result of our last CNA we added SEAM (Student Engagement and Motivation) training to the Professional Development Plan. Three years of use of the SEAM strategies and increasing focus on higher order thinking skills questioning, staff report that they routinely use the strategies of entry and exit tickets, bringing themselves into the classroom, and open ended questioning. Some other strategies are used sporadically. Increased monitoring of instruction by the principal and assistant through the walkthrough process has allowed teachers and principals to discuss engagement and appropriate teaching strategies, and to focus on more unified direct instruction throughout a grade level, including use of the student friendly objective, posting those objectives, and planning lessons with success criteria in mind.

Budget Implications:

Professional development for teachers at the Upper Elementary School is paid with Title I funds. This includes classes, workshops, conferences and book studies for all instructional staff working within the Upper Elementary Building. Our Professional Development budget notes the amounts for the varied PD through the year.

Federal funds may be used to provide a light meal for parents during parent involvement activities, as such activities are usually held at 5:30, supper time, in the cafeteria. If parents are to attend with their children at that time of day, it is necessary to feed them to get the families to come to the event either on their way home from work, or when they pick their children up from the After School Program. Attendance at meetings and events is much better when food is served.

Incentives for the BRAVES store come from several sources including Title I, other local funds and tribal funds. The BRAVES store is a key component of the PBIS rewards plan and is well-run and ongoing from previous years. This year, we will be improving and updating our PBIS program with professional development, new posters, and a tiered rewards system, which will impact the budget to include other incentives such as an ice cream with a recess time, three or 4 traveling trophies, and other items to help the program work well.

Benchmark/Evaluation:

Increased scores in reading and math, and decreased chronic absenteeism show that professional development is helping the students of the Upper Elementary School. As well, decreased behavior incidents involving OSS denotes increased engagement and more positive relationships among students and with staff. For the SEL and PBIS portion, decreased behavior incidents on the SWIS reporting system, and decreased “red” notations on the BESS screener fall to fall and/or spring to spring.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of school-wide 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 school-wide 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 school-wide 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:

A number of strategies are used to address the needs of all students and those at risk of not meeting the state academic standards:

- The school counselors hold classes and individual sessions weekly which include Tier I lessons for all students from the Second Step Curriculum. Classroom teachers then support the weekly lesson in short, scripted lessons, or by showing planned video clips with a short discussion during that week. Lessons from the Lakota Circles of Hope curriculum are taught as a part of Lakota culture, with 10 lessons tailored to each grade-level. Small group sessions make up the Tier II level as the counselors determine student needs and provide for those needs in small group settings as a pull-out from intervention times. Individual sessions are scheduled as a need arises. Outside counseling is also scheduled when the need arises, with consulting counselors, or with the local Behavior Health services.
- A Home-to-School Liaison works with students (and their caregivers) with low attendance and/or chronic absenteeism to help the families with getting their children to school. This person helps with transport beyond the school buses, with clothes washing, rides to the clinic, and other needs. The Home-to-School liaison also assists students and caregivers who are experiencing homelessness through rides to school and other assistance as the need arises.
- To address problem behavior, we have an assistant principal that works with students and teachers to address procedures and behavior. An ISS/Time Out coordinator works daily with students to change behavior so that all children can learn in a safe environment. PBIS BRAVES is used at the Upper Elementary as prevention programs to promote safety and friendship and to discourage bullying and violent behavior. All teachers and paraprofessionals use the scan, survey, and intervene method from PBIS to supervise throughout the day and throughout the school. Paraprofessionals have supervision time built into their daily schedule to ensure enough supervision for passing times, before and after-school activities, bus supervision, and recess and lunch supervision. The SWIS program is used to document incidents including when and where they occurred, how often, and at what grade. Graphs of data show teachers and administration where the problem areas are so that adjustments in activities and supervision can be made. Professional development on Positive Behavior Intervention and Support will be provided as a part of in-service this fall, where all teachers will have a refresher on the program, supporting students through the tiered model of support.
- As a part of our special education department, we have instituted a STRIVE room for students with severe disabilities. STRIVE room teachers and staff work directly with Behavior Care Specialists to meet the individual needs of students in a small group self-contained classroom setting. Training is provided to support their work. These students go to class with peers' part of the day, with assistance, and they meet peers during special classes, recess, and lunch.

Budget Implications:

One counselor is paid from general school level funds. Through Behavior (Student Support) Team meetings, it was determined that more support is needed to allow for successful, connected students. Title I supports a student advocate who will work with the school counselor, and for extra support this year, we will hire a certified counselor through consulting for up to 25 days to help out with students who need more support. Special Education currently pays for another Funding for the BESS assessment is also a Title expenditure. Federal funding also funds a home-to-school liaison (Title IV Safe and Secure Schools) and funding for out of school time work hours for the after school program, for MTSS meetings of the Student Support Team and RTI Team and for workers at parent involvement events. These pay at the rate of \$35/hour with \$30 for paraprofessionals.

Funding for the PBIS team to meet after hours once/month will also be paid at the after-hour rate of \$35/hour (\$30 para).

Benchmark/Evaluation:

Spring to spring data on the BESS assessment will show growth in connected students. Student data will show a decrease in the number of students noting critical issues in their lives.