

2022-2023 School Year Title I Building-Level Programming Plan and Goals

Seeley-Swan High School

A. Instructional Program

1. Describe how your Title I program will provide opportunities for all students to meet the state's proficient and advanced levels of academic achievement.

- All students identified as intensive within the RTI framework.
- Students identified as “strategic” will have a math lab.
- All freshmen will have access to Math Labs based on prior test scores/student and expressed parent concerns/8th grade teacher recommendations.
- All freshmen will have access to Read 180 based on prior test scores/student and expressed parent concerns/8th grade teacher recommendations.
- Freshmen will start school one day before the rest of the student body to make a faster and easier transition to the building itself.
- *All* students will be offered instruction in the fine arts.
- Students in technology courses will be responsible, with appropriate teacher guidance and instruction, for updating the school website in order to improve communications with parents and community members.
- Students in grades 9-12 will take part in Social and Emotional learning 1 day a week.
- Students, Parents, and Teachers of 11th and 12th grade students will take part in Montana Career Information System College and Career Program

2. Describe how your Title I program will use effective methods and instructional strategies that are based on scientifically based research to strengthen the core academic program, increase the amount and quality of learning time that provides an enriched and accelerated curriculum, and works toward high school graduation requirements.

- **Criteria and goal setting** with students engages them in instruction and the learning process by creating clear expectations. By using rubrics, students will understand and know the learning target/goal and the criteria for reaching it. Teachers will establish and define quality work together with students, by asking them to participate in establishing behaviors for classroom culture, and determining what should be included in criteria for success. Using student work, classroom tests, or exemplars of what is expected will help students understand where they are, where they need to be, and also help them formulate an effective process for getting there.
- **Observations** go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence will be used as feedback for students about their learning or as anecdotal data shared with them and their parents during conferences.
- **Student Engagement: Teaching/Questioning strategies** will be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding.
- **Self and peer assessment** will help to create a learning community within a classroom. Students who can collaborate and reflect while engaged in metacognitive thinking are involved in their learning. Students will be involved in criteria and goal setting; therefore, self-evaluation is a logical step in the learning process. With peer evaluation, students will see each other as resources for understanding. (many of these ideas originated in research from *Formative and Summative Assessments in the Classroom* by Catherine Garrison & Michael Ehringhaus).
- **Teacher Clarity** will help students know exactly what is expected of them during each day. Teachers will use the work from Visible Learning to post learning.

3. SCHOOLWIDE PROGRAM: Describe how your Title I program will include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the state standards and/or graduation requirements who are members of the target population of any programs included in the schoolwide plan, or are members of historically underserved populations.

- Identified students will be offered an additional supplemental Algebra I or Geometry I instructional period. (Math Lab)
- No math classes below Algebra I will be offered.
- Team in place for early academic intervention and to identify students at risk for not graduating.
- Identified students will be offered an additional supplemental Reading and Language program (Read 180)
- All freshmen and Sophomore students will take a once-a-week course called “Be Good People” (Wednesday schedules will be abbreviated to facilitate this activity.)
- All Juniors and Seniors will take part in a once-a-week activity focused on the Career and College Prep program. (Wednesday schedules will be abbreviated to facilitate this activity.)
- Classes will be offered to help students graduate with the skills and training to be ready to enter college or the workforce.

4. Describe how your Title I program will provide instruction by highly qualified professional staff (see the ESSA definition for highly qualified teachers and para-educators).

All teachers are highly qualified. All teachers will be assigned to teach grades and subjects for which the teacher holds the correct Montana licensure and for which the teacher has been determined to be highly qualified. The school follows District procedures that were established to develop individual teacher plans that provide clear and direct communication between the administration and the teachers. The school follows the District procedures that prohibit the use of Title II, Part A funds to pay the salary of any teacher who does not meet the NCLB and State of Montana definitions of highly qualified

5. Describe how your Title I program will provide timely, effective assistance to students who experience difficulty in meeting the state's standards; including taking specific steps to involve parents in helping their children meet the standards.

All students experiencing difficulty with Math and/or English who are in grades 9 or 10 will be supported in a daily Math Lab and/or Read 180 program. Students in all grades will be assigned Friday intervention time to provide additional academic support. All students will be members of a Wednesday advisory group and the advisor will provide support and use "Be Good People" resources for students.

In addition, parents will be involved by the following:

1. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program;
2. Offer a flexible number of meetings (the school may use Title I funds to pay related expenses, such as child care, transportation, or home visits);
3. Involve parents, "in an organized, ongoing and timely way," in planning review and improvement of Title I programs;
4. Provide timely information about its Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet, respond promptly to parent suggestions and (if requested) provide opportunities for regular meetings where parents can provide input; and provide parents with an opportunity to submit dissenting views to the LEA if a school's school-wide program plan is not acceptable to them

PARTS B & C BELOW ARE NECESSARY ONLY IF YOU ARE A SCHOOLWIDE TITLE I PROGRAM.

B. Funding

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

All Title I Elementary and High Schools will receive the following funding from Federal and State sources:

Title II-A
Title VI
IDEA-Part B

High School in addition receives:

ACT Money
Carl Perkins

State Funding for all schools in the District will also receive Gifted and Talented funding.

Title III is funded for the entire district as a whole and is used to ID students in the district and is not dependent upon the school they attend.

McKinney Vento and N&D Set Asides are used for Title I schools for school supplies, gas cards, mileage reimbursement and transportation for participation in before-and after-school academic support events for family engagement as well as parent/student academically focused events.

Principal

Date

Title I Federal Project Coordinator

Date

Federal Title Director

Date