

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

## Big Sky 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.

- Research based intervention programs are in place for reading (*READ 180*, System 44, & Reading Mastery).
  - Between 45 - 90 minutes of instructional time daily in reading, writing, speaking and listening
  - Differentiated instruction with the research-based intervention programs
  - Highly qualified and trained teachers implementing these programs
  - For incoming freshmen identified to benefit from intensive reading interventions
  
- Students have access to the International Baccalaureate curriculum in English 11 & English 12. All students take this higher level rigorous coursework with modifications as needed.
  
- Support classes with small class sizes are established for math. There are highly qualified and trained teachers implementing these programs.
  
- Algebra readiness and Lexile levels of incoming freshmen are assessed using STAR 360.
  
- Common Core standards are in place for all content areas. Content area teachers meet weekly in Professional Learning Communities (PLCs).
  
- Counselors identify and place students appropriately in interventions using test scores (8<sup>th</sup> grade SBAC/STAR/MAPS) and teacher/counselor recommendations.
  
- Special programs' staff and regular education teachers collaborate providing feedback at 504 meetings, IEP meetings, CSCT (mental health support), and Substance Abuse programs. In addition, regular education teachers refer students to various intervention programs via counselors or program staff members.

- 8<sup>th</sup> grade transition meetings for each special education student that occur prior to building a high school schedule ensure proper placement that best addresses individual needs.
- A Multi-Tiered System of Supports (MTSS) matrix and universals will be reinforced to all students in August and throughout the school year. Mini-lessons are taught to all students to reinforce the matrix and universals.
- MTSS Team(Multi-Tiered Systems of Support)/Guiding Coalition (Meet weekly)
  - Analyze Star and ACT Data
  - Formulate decisions based on SWIS, SAS,TFI data
  - Develop Year-long MBI Action Plan
  - Evaluate Tier 1 Instructional Effectiveness
- SOAR Summer Academy-For incoming 9th grade students to become familiar with Big Sky, meet their teachers and build community with their peers before school starts.
- Eagle Wrap-Around Conferences
  - Parent, Student, Teacher
- Math Labs
  - Tuesday & Thursday-Support on Class Assignments and Assessments
  - Staffed by Math Teachers
- Site-based Instructional Coach
  - Coaching Cycles
  - New Teacher and Faculty Support
  - Assessment and Instructional Strategies
  - Professional Development
  - Remote Learning Support
  - Technology enhancement and design
- MT Digital Academy (MTDA) for original credit and Apex for credit recovery.
- Additional support services exist to assist struggling students in meeting proficiency goals and academic success include, but are not limited to the following:
  - National Honor Society/Upward Bound/ academic tutoring
  - Math support from BSHS teachers during lunch and after school
  - Credit recovery options, e.g. summer programming and academic year enrollment in Montana Digital Academy (MTDA) and Assessment and Learning in Knowledge Spaces (ALEKS)
  - Audio Books (Kindles, CDs, books on tape)
  - Access to technology (computers, calculators, iPads, ChromeBooks, Alpha smarts, interactive white boards)

- Access to Academic Interventionist, Social Workers, Project Success and school counselors.
- Access to a satellite of the Missoula Public Library at Big Sky select evenings and weekend hours (Computer use and book/ equipment check out)

**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.**

**Reading:** *Reading Mastery and System 44* (Special Education), *READ 180*, and all research based interventions that are used with intensive and strategic readers. Title I English classes taught by Highly Qualified teachers.

READ 180 provides a daily 90 minute block of highly structured instruction that scaffolds skill acquisition, while allowing for differentiated instruction during the “modeled and independent reading” rotation and the instructional software rotation. Students receive freshman English credit and a reading elective credit for this daily ELA instructional block.

The English Language Arts Program also includes additional replacement classes, at grade levels 9, 10, 11, and 12. Classes have a lower student-teacher ratio than regular English sections. The teacher is highly trained in Common Core ELA and learning strategies for reluctant readers. Learning targets reflect achievement of standards and a strong emphasis on comprehension strategies, writing, and vocabulary. Additionally, the Title I ELA teacher is a collaborative member of the ELA Professional Learning Community (PLC), ensuring that the Title I Program reflects Common Core standards and the academic language and skills necessary for success. Title I students placed in this class would have the advantage of being mainstreamed and would benefit as the expertise of the regular education teacher and the highly trained Title I intervention teacher come into collaborative play in designing and delivering lessons that are accessible to all students.

**Math:** *Algebra Readiness*

The Title I Math Program has dedicated sections of Math intervention classes to assist students who are not yet proficient in mathematics to reach the high standards of the Common Core. The Title I Math Program design underscores the research that strongly suggests that extra time and smaller class sizes, along

with excellent instruction, is necessary to close the achievement gap. Class sizes will be reduced to 15-18 students in order to provide individualized instruction. The support classes are designed to reinforce the previous day's lesson and provide pre-teaching readiness activities for the subsequent day's lesson. This plan is designed to afford Title I students the opportunity to acquire higher level math skills demanded in the 21st century workplace, by allocating the time variable essential to successful interventions.

Title I Math will also implement the Assessment and Learning in Knowledge Spaces (ALEKS) program when needed. This is a Web-based assessment and learning system. "ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer." From [https://www.aleks.com/about\\_aleks](https://www.aleks.com/about_aleks)

As with the ELA Title I teacher, Math Title I teachers are members of the Math PLC and are highly qualified.

Note: Differentiated instruction and both formative and summative assessments are embedded in both reading and math programs.

**Professional Development:**

Professional Development is also offered in building. The PD includes visible learning/teacher clarity, trauma informed practices, collective efficacy, Standards Based Grading, academies, professional resilience, and assessment.

**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.**

- Leveled intervention for reading and math allows for differentiation within the classroom. For example: In READ 180 classes, students are grouped with respect to skill levels. Additionally, computerized differentiation occurs while students work in the Instructional Software Component of this program. For students in Mathematics support classes who are not yet proficient in Algebra allows for post-lesson reinforcement and pre-teaching in the context of a smaller class.. The selection and use of different instructional materials will also allow for differentiation daily. In other words, differentiation occurs on a daily basis within the class environment.

- Title I staff participates in meetings and coordinates efforts with special education/special programs' staff, counselors, the social worker, and regular education teachers to meet the needs of struggling students. Efforts of coordination include, but are not limited to:
  - Attendance at IEP/504 meetings
  - Referrals to and cooperation with the social worker, Family Resource Coordinator (FRC), the Community Mental Health Program on campus (CSCT) and the Project Success counselor (substance abuse)
  - Attendance at intervention meetings with counselors, parents, and support staff
  
- FRC, Family Resource Center is available daily to meet the needs of struggling students as well as family. The FRC provides food, clothing, materials, and other needs for students to be successful at Big Sky High School. FRC also coordinates family engagement activities and meets with students individually for social emotional support. Also the counselor is a member of the Tier 2 and Tier 3 support teams.
  
- Big Sky's Native American Specialist works with students in two programs called Circles and Rise. These programs build capacity and leadership in youth. Rise is facilitated through OPI. Circles has a physical activity component to keep youth engaged and build lifelong healthy habits. This year we will be adding a Native American Study Lab to help meet the needs of our Native students.
  
- Families of all students at Big Sky are invited to Title I- sponsored family engagement events that include strong academic components, as well as special sessions responding to parents' needs, e.g., cooking with your family to include ingredients and recipes along with a video on how to prepare food items and the Farm to Table event-at the MCPS AG Center families get a tour of the farm, learn about the programs and how the MCPS partnership works. Families are also provided either a meal or products from School House Meats. Notifications of such events are posted to the BSHS Facebook page and Blackboard email or telephone messages are sent. FRC also reaches out to families.
  
- Students in jeopardy of dropping out or failing high school will have academic recovery opportunities which may include computerized academic recovery programs like Digital Academy or Apex, grade recovery contracts, 504 Plans, site- sponsored extended day tutoring programs, and direct instruction summer programming.
  
- The BSHS Graduation Coach will continue to support at-risk students. For example, the Graduation Coach assists students in making a connection to academic interventions, post-secondary opportunities and works as the liaison to Job Corp and Youth Challenge. The Graduation Coach is also a valued member of the at-risk team for Tier 2 and Tier 3 grade level support teams.

- The Graduation Coach and Family Resource Coordinator will chaperone students to local colleges to explore the opportunities available in post-secondary settings. They also explore options of Job Corps.
- Grade-Level (9-12) Support Teams (Meet weekly)
  - Review Referrals and Identify Students of Concern
  - Determine Tier 2 and 3 Placement
  - Update Digital Documentation of Interactions and Interventions
  - Make Recommendations/Referrals to other community partners
- E-Sist (Eagle School Instructional Support Time)
  - In-School Academic Suspension
- ALEKS Math Program (Supplemental)
- READ 180 and Reading Mastery (Replacement English 9-10)
- Title I English Classes (Replacement English 9-12)
- Algebra Readiness Class (Replacement Math)
- Study Skills Class
- MT Digital Academy & Apex
- Special Education Services: IEP: Individualized Education Plans
- Homebound Learning
- Site-based Instructional Coach
  - Coaching Cycles
  - New Teacher & Faculty Support
  - Faculty Support
  - Assessment and Instructional Strategies
  - Professional Development
  - Remote Learning Support
  - Technology enhancement and design

The BSHS Title I Instructional Coach will continue to support the teaching staff. The Instructional Coach offers professional development opportunities and book studies to the staff. Coaching cycles are available to all teachers and include voluntary participation in learning walks with observations and debriefing. These cycles are based on teacher goals and student data. Formative assessments are used to collect the data and this informs instruction. Post assessments are conducted to determine growth. The Instructional Coach is also available to new teachers and PLCs for varied support and/ training.

**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 Title I teachers are certified within their areas of endorsement or meet the state requirement of Highly Qualified.
- All Title I teachers have experience in research- based programs of intervention.
- Training is high quality, continuous, and job–embedded. This is achieved with the assistance of instructional coaches, attendance at professional conferences, and membership in PLCs targeting professional literature.
- Big Sky High School’s primary initiatives this year will be: Standards Based Grading & Learning to create consistency in the classroom. Best practice regarding assessment & priority standards. Continued development of the Academies of Big Sky, growth in our International Baccalaureate training and implementation and lastly development of a scope & sequence for Special Education. We will continue to support Professional Learning Communities (PLCs). PLCs focused primarily on improved classroom-based assessments and literacy strategies while implementing Common Core.

**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.**

- The Tier II and Tier III Grade Level Support Teams which include counselors, support staff, administration, Academic Interventionist and the school social worker monitor students' progress, through weekly check-ins, and provide timely interventions that involve family support.
- In the spring, the Tier II and Tier III Grade Level Support Teams travel to feeder schools to collect a range of data on incoming freshmen. This data will be used to ensure students are accurately placed in interventions, classes and that specific protocols are established for optimum support of the students' needs.
- Transition efforts for students from Grade 8 to Grade 9 begin with our SOAR Summer Academy. This is a 3 day event in late summer that welcomes students to Big Sky. This includes tours of the school for students, and an informational session for parents. Staff are present to answer any questions and welcome the families to Big Sky. They receive .5 elective credit towards graduation for attending. Attendees develop relationships with peers and staff as well as learning skills needed to be successful in high school.
- Parent surveys and focus groups will be offered and promoted to ask families questions that better support them and their students.
- The day before school begins, there is a scheduled Freshmen Only Day. Student leaders provide an orientation to Big Sky. The primary goal is to build a positive relationship among staff and students.
- During Open House, parents and guardians will be invited to an evening informational session about the school and how to access their students' grades and attendance information on Infinite Campus.
- STAR 360 will be given within the first month of school to attain Lexile levels of all freshmen. This informs English teachers of reading levels of their students and whether they are appropriately placed in their English classes. STAR 360 also informs Math teachers of skills students have in areas such as algebra and other mathematical concepts.
- A weekly email is sent to parents/families, students, and staff of Big Sky. The email contains items such as a letter from the principal, upcoming events, pertinent information and positive experiences students are engaging in at BSHS.
- Blackboard messages are used to notify families of important upcoming events. Blackboard is also used to inform families of emergency situations involving students at BSHS.



- Our FRC coordinator will maintain a Family Resource Center that is responsive to students and families' needs. Basic needs are addressed through our FRC who acts as a liaison among families, school, and community services.
- Through family engagement events, Title I staff and community experts teach families about academic and well-being topics so they might assist and support their students.

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

**B. Funding Sources ~ (see below to choose ones you use and delete on your Building Plan/Goals which ones you do not use)**

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.

**Please choose the ones you utilize for your Building and delete the ones you do not utilize.**

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 Coordinator

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Date

\_\_\_\_\_  
Federal Title Director

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Date