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Organization Information

Name: Harvey Public School District #38

Organization Type: Public LEA

Organization Website: <http://www.harvey.k12.nd.us>

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SAM.gov Entity ID: P17KKHV7N7M5

SAM.gov Name: Harvey Public Schools

SAM.gov Expiration Date: 07/24/2023

Authorized Representative and School Board Approval 2023-24

Certification

The authorized representative of the above-named applicant certifies to the Department of Public Instruction that the information in the application package is accurate and complete. The governing body of the above-named applicant has approved this plan/application and has authorized submission of this plan/application as recorded in the minutes of the public board meeting held on the date below.

School Board Meeting Date: 06/21/2023

Alignment of Funds 2023-24

Investment of ESEA Funds

At Harvey Public Schools, it is our sincere goal to not allow a day to pass without continual scrutiny on how we spend our funds, not only ESEA funds, but also local and state funds. It is an ongoing goal and our mission to elevate the engagement of all of our students enabling them, regardless of present performance, to make consistent learning gains throughout their school-age years and, ultimately, graduate choice ready with the capacity to pursue adulthood with the keys necessary to unlock the doors of their success.

Some of our students merely need a boost. Some of our students simply need access. Some of our students, understandably, need mental health support. Regardless of the individual needs of our students, it is our objective to use all of our community, fiscal, and human resources as best we possibly can to meet the needs of our entire student body.

Process for Conducting Needs Assessment

As mentioned elsewhere in this application, our success as a school and school district is directly associated with the quality of our employees as well as the quality of the instructional program(s) we provide our students. Further, the performance of our students will be determined by the ability of our staff to successfully collaborate and create a teaching and learning program consistently capable of supporting the needs of our students. That said, it is imperative our staff collectively commits to creating a culture based on shared values supporting a meaningful, challenging, and equitable teaching and learning environment for all of our students.

In the areas of Reading, Language Arts, and Math, we compare our data to that of both the state and other similar districts. In so doing, we track the performance rates of advanced, proficient, partially proficient, and novice. Undoubtedly, we see a mixed bag of results. Though we are pleased in areas we are above the state and local averages, we are continually striving to be above the state and local averages in all categories, ensuring growth in all of our students. In all honesty, though, we do not consistently perform at the level we should and, categorically, we need to elevate the performance levels amongst all student groups and all age groups.

With our federal funds dedicated primarily to addressing student needs for those below grade level, it is our goal that the planned interventions with these students will assist in bridging the gap and assisting these students in making progress towards proficiency. We will continue to assess our students in a variety of fashions and continue to use all of the resources at our disposal to develop more effective strategies of intervention to meet the needs of our students.

Alignment to Strategy Map

At Harvey Public Schools, we have two Collective Commitments that we are committed to and they are as follows: We will consistently bring excitement, a high level of character, and compassion for children in all educational endeavors, and we will engage students using innovative practices, empowering them to reach/exceed standards becoming lifelong learners. Along with these two statements, we created a WHY Statement, a reason we exist as a school district. That statement is: We believe compassionate, resilient, and innovative people have the power to make a positive difference in the world. As a result of the Collective Commitments and WHY statement, when completing the Cognia strategy map, two priority statements were designed, and they are as follows: Embed 21st Century skills within the school to better prepare learners for future opportunities and commit to provide quality

education through innovative opportunities and rigorous coursework. The investment of these funds has allowed us to follow through on the collective commitments, WHY statement, and priority statement because they are all centered around the academic and personal growth of our learners. The youth of the 21st Century have unique challenges that adults of today never faced as learners. Therefore, we are obligated as educators help meet those needs by means that were once considered non-starters in school districts. We have and will continue this investment as an opportunity to meet a specific population of our learners. At HPSD, we are confident that every opportunity we can provide in our schools to that specific population will increase the chances of them being successful both within and beyond our school walls. Despite having many opportunities taken away by COVID, we continue to see growth in our learners that would not have likely been possible without the use of the funds. In the areas of Reading, Language Arts, and Math we compared our data to that of the state. We tracked rates of advanced, proficient, partially proficient, and novice performances. While we were pleased that we were above the state average in some categories, we are striving to be meet or exceed state average in all categories. Federal funds will be used to address the students that are underperforming at a partially proficient or novice levels. Our hope is that intervention will help bridge the gap and get these students to proficiency levels.

Consultation, Equity, and Evaluation 2023-24

Consultation with Stakeholders

Stakeholders Included: Community-based Organizations, Local Government Representatives, Parents, Principals, Specialized Instructional Support Personnel, and Teachers.

Consultation Process

Parents: We have a parent/teacher coalition that meets regularly on the needs of our students. At these meetings, we have representation of administration and school board members to gather input from this group. We also hold annual Title I Parent Meetings to provide these stakeholders an opportunity for input. Teachers: Our teachers meet weekly in PLCs with our Title I staff rotating between grade levels to have an opportunity to meet with each grade level individually about the needs of their students. This is an opportunity to dig into specific student data as well. Admin: Student data and needs are addressed in routine administrative meetings between Superintendent and building Principals. Student data, mental health, and other needs of students are discussed and how we can improve in those areas. Support Personnel: Support staff are involved in our professional development and PLCs as team members. Community Based Organizations: Our admin team and guidance counselor serve on many organizations and/or are frequent presenters at numerous community organizations including, but not limited to the Eagles, Lions, Kiwanis, Chamber of Commerce, Parent/Teacher Coalition, Harvey Ministerial Assn., Community Cares (suicide prevention), and other civic groups. We have enjoyed a positive collaborative relationship with our community groups. Local Government Representatives: Our local government officials are frequent members of focus groups related to school improvement at our school. We also work hand-in-hand with our city council on the needs of our community as a whole and in working together. Others with Relevant Expertise: We work with a local mental health organization, The Mosaic, on the needs of our students in the area of mental health. We also work with our local food pantry to provide a backpack program for kids who need food for home. Further, an in-house initiative provides personal cleanliness and hygiene products as well as clothing for our students utilizing an online submission form.

GEPA

In correlation with our district's current policies and practices, all teachers and students will have access to the activities provided with federal Title funds in this program, while acknowledging the six barriers that can impede access/participation: gender, race, national origin, color, disability, and age. Due to a significant percentage of low income students, many services including, but not limited too technological upgrades, mental health support, and additional interventions would not likely be available for families to provide on their own. The school district currently provides contracted mental health support to meet the needs of our students, regardless of their insurance status or ability to pay. We also keep our technology up-to-date and accessible so that cost is irrelevant to families regardless of income level. We also administer an after-school program in our elementary school for students that need additional support. The Harvey Public School District staff ensure special accommodations are made enabling accessibility for students receiving IEP, 504, and Title services.

Annual Evaluation

The Harvey Public School District engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate our school purpose for student success knowing the overall effectiveness of our school district and our schools is directly tied to the quality of our employees as well as the quality of the instructional program(s) we provide our students. District leadership is directed to put in place the policies, procedures, and the organizational structure & conditions to empower and ensure quality teaching and learning and a support framework for innovation within the classroom to meet the learning needs of all students. It is imperative our staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs, and learning experiences for all students that include achievement of learning, thinking, and life skills. Our goal is for all students achieve proficiency in math, reading, and language arts. We evaluate data from NWEA, STAR, ACT, and our ND State Assessment to measure proficiency. The data is gathered by individual grade levels, then presented district-wide. Overall trends in the data are reviewed and a plan of how to address any negative trends are formulated by our School Improvement Team. To accomplish these objectives, all HPSD instructional staff are engaged in an ongoing basis mining, reviewing, evaluating, and understanding the performance data both individually and collectively for all the students we serve. With this data, we are charged with developing strategies that drive everything from curriculum and professional development, to school-wide/district-wide initiatives and teaching strategies. We are committed to using our local, state, and federal resources to continually improve the learning environments and opportunities for our students and enhance the academic progress of the students we serve. We are currently utilizing transfer with a plan to utilize these funds on mental health services and support, technology, programming, and staffing needs. The use of these funds will be monitored and reviewed by our School Board Finance Committee, School Improvement Team, and our Title I Staff. We will use the aforementioned data to evaluate our ongoing use of funding.

Targeted Assistance Programs 2023-24

Does your district operate Title I: Yes

School: Harvey Elementary School ~ Grades K-6

Eligibility:

The students in our Title Program are assessed via multiple methodologies. Specifically, we use all of the following: STAR results, NDSA results, classroom tests, report card grades, the Morrison-McCall Assessment, phonograms, Success-Maker, and Read Naturally. We then embark on the following initiatives to gather data and adapt instruction to ensure students meet state academic standards.

- * The use of key data based on STAR and NWEA results.
- * Professional development for Title I Educators in addition to District professional development.
- * Use of technology and 21st Century Skills to test, analyze results, and research solutions.
- * Title I and PLC Data meetings.

Services & Programs:

In our Title I program, we employ one full-time (1.0) teacher and one full-time para-educator (1.0). Our Title staff spends approximately 30 minutes per day (150 minutes per week) with each K-6 Title student in either individual or small group activities. K-2 students, who are seen primarily within their regular classroom, also get approximately 30 minutes per day (150 minutes per week) of contact with the Title staff. Our Title I teaching staff works together with the regular classroom teachers through a variety of methods including, but not limited to, copying lesson plans for all classes and aligning instruction of Title I students to that of the classroom teachers, maintaining regular communication through notes, e-mail, or face-to-face communication regarding Title I students and their needs, and holding meetings as necessary to discuss student needs and progress with the regular classroom teacher(s). Our Title programs, as well as our regular school programs, not only attempts, but also expects parental involvement in our schools through multiple opportunities and scheduled events. The involvement opportunities include, but are not limited to, various school/classroom/Title newsletters, classroom volunteering and special event chaperoning opportunities, regular activity and event attendance, eating school lunch with your child, parent-teacher conferences, school website information/interaction, community mentoring program, community service opportunities, involvement and interaction with community service organizations (Kiwanis, Lions, Eagles, etc.), Wells County Public Health, etc. Parents are considered an integral part of the educational process and are paramount in the success of our Title I program. The Reading Series we utilize has a list of critical and support words for each of the stories in the basal reader. Words are introduced to students by Title I teachers prior to classroom instruction. Concentration is on the pronunciation and definition. Pre-teaching and re-teaching are strategies used to instruct students and develop math skills. Flash cards and computer games are used to reinforce Math facts. Reading/Math board games and computer games are used to reinforce the skills being taught.