

5.17.2024

Title I Schoolwide (SW) Plan

District:

Kadoka Area School District

School:

Kadoka Area High School

Building Principal:

Colby Shuck, Dean of Students

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative

Date Completed:

Budget Implications

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative:

The Kadoka Area High School Schoolwide plan will be using federal funds to support staffing, family engagement activities, including parent education, curriculum development, academic and socio/emotional supports, and professional development. Additional funding to support these efforts will be used for salaries and benefits of Title I staff and classroom reduction staff; materials and supplies including advertisement, books, light snacks, fees 'for guest speakers, progress monitoring and other assessment tools, parent communication tools, and intervention curriculum programs and training.

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 once every five years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. 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:

During the 2023-24 school year, we participated in the SDCNA follow-up sessions and activities provided by the DOE and administration. We worked toward goals in the four key components: Effective Leadership, Curriculum & Instruction, Talent Development, and Family, Culture & Climate. This work was done through monthly review of CNA progress meetings, and annual review of data and CNA Action Plan from August 2023 through May 2024. For the 2023-24 school year, monthly face-to-face meetings continued to specifically deal with the area of talent development and assessment.

In analyzing the results of data provided, the **Leadership** component was difficult to define for strengths and weaknesses as this was a building foundation year with a second-year administrator/principal for the Kadoka Middle School and Kadoka Area High School. Conversations and work toward the goals included handbook policy proposals, online student progress monitoring, and assessment planning with follow up RTI support. Transitioning with new leadership personnel for the 2023-24 school year involves eliminating the role of principal and replacing the position with dean of students and to a newly built middle school/high school building. Discussions between staff and administration include building on in-house communication through monthly face-to-face staff meetings and CNA meetings to progress monitor needs and strengths of staff, students, programs, assessments, and goals. In the 2023-24 school year the dean of student's position was implemented and through formal and informal communications feedback was given as to staff needs. This process will continue for the 2024-25 school year.

The **Curriculum and Instruction** component showed a continued need for consistent documentation and use of formative assessments. One of the action plan steps includes identifying quality formative assessments, training in the use, and writing of the assessments. Two administrators currently are in an assessments cohort and are planning on leading professional development on implementation and writing formative assessments.

During the 2023-24 school year, professional development was concentrated on enhancing lesson plans with specific, state accreditation department details, including assessments and curriculum maps as a task to be addressed by staff from the CNA Action Plan. In 2022-23, the district invested time in reviewing and adopting (for 2023-24) an engaging and Science of Reading research-backed ELA series for the K-12 system. The program training included learning about how the program modules teach with explicit samples of strategies and options for teaching and learning like videos, graphic organizers, authentic literature choices, and other support materials. Specific time in the program training will be dedicated to the units that focus on social studies and science topics which support DOE's vision.

In the 2023-24 years extensive work was done to ensure consistency in lesson planning across the staff as well as meeting the expectations of the State. Documentation was regularly renewed and reflected upon by administration and staff. For the new ELA program, scope and sequence work was done districtwide to facilitate implementation and to offer support as needed. Multiple multi-level meetings were also held about the implementation of the new social studies standards. In science middle and high school collaboration reviewed new curriculum for the 2025-26 implementation cycle.

The **Talent Development** component of the CNA showed in 2021-22 a need for more course-specific strategies training, which staff believed was connected to student engagement and work performance. This need was addressed through 20 hours of evidence-based instructional strategies training based on the work of Hattie and Marzano. During the 2022-23 school year. The district Professional Development team consists of administrators and interested teacher representatives. For 2023-24, this team reviewed the Professional Development Survey data and helped fulfill a need for even greater collaboration in the development of staff professional development. For 2024-25, the PD Team worked toward even more specific content learning and guiding school teams and individuals to pursue alternative PD options.

In the 2023-24 school year staff met face-to-face as per the CNA findings. During this time, they encouraged each other to share best practices and implementation strategies. The district also hosted a multi-district PD in which our staff was invited to present; district staff presented content specific breakouts and staff participated in content specific roundtables.

Lastly, the need to work on ensuring staff accountability in both implementation and sharing of innovative ideas gained through both district-sponsored and external opportunities needs to be a part of the 2022-25 professional development plans. To address this need, regular sign-in opportunities and professional development surveys will go out to all attendees immediately after the PD sessions to progress monitor efforts of the Professional Development Team and for accountability. Collaborative sharing time is built into the 2022-25 plans. Also, regular opportunities for building paraprofessional knowledge are a part of the plan, asking certified staff to lead paraprofessionals and interested staff members PD after attending external conferences. Strengths recognized by the team include the regular, monthly opportunities for in-house and external professional development through a variety of formats from individualized PD and PD menus to face-to-face meetings from the dean of students/principal.

The **Family, Culture and Climate** component included the review of attendance data. Since the COVID pandemic, Kadoka HS has only seen an increase in attendance from 94.5% in 2018-19 to 98.18% in 2022-23. This data supports our prior belief that families and students themselves understand the importance of being present at school. KAHS will continue to communicate to students the availability of both therapeutic and academic counselors available and when it is appropriate to use those resources. Empowering students and families to be even more initiative-taking in their communication and accountable for the communications they receive.

Another positive observation made from the data shows that our staff understands the importance of building relationships and communication pathways with families and students. Using tools from the South Dakota Family Engagement Center to educate parents and staff through resources (i.e., THE FAM JAM Podcast for school-aged families, Top 5 Financial Literacy Resources for our HS families) and electronic communications such as, Campus for families, Robo-calling announcements, updated school webpage, email, and texting when those opportunities are available.

For the 2023-24 school year communication pertaining to attendance increased both electronically and verbally. The increase in communication did improve attendance as well as foster relationships between the school and families. Families were welcomed in the new school for a variety of events including a summer open house, Title I nights, banquets, ceremonies, and other classroom specific events. With the changes to the states attendance policy for the 2024-25 year, our attendance policy has been modified to reflect expectations related to the Ogalla Sioux Tribe regulations. We will also reimplement the family survey to gather data to show what families' views are as they pertain to the school. In addition, communications will continue to be focused on all levels to ensure positive attendance and relationships between the school and families. This should in turn help with chronic missing assignments in the student population.

Summarize the results and conclusions:

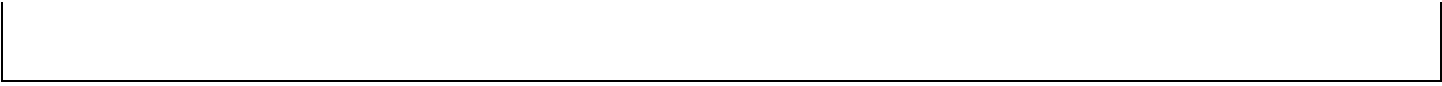
Narrative:

In summary, the top strengths recognized by the HS CNA team include:

- Communication opportunities between staff, parents, and administration.
- Growth mindset is priority for all, and evidence indicates trust from parents on rigor and appropriateness of curriculum.
- Parts of lesson plans are more fully developed and easier to understand for others. Lessons are aligned to South Dakota Standards.
- Full implementation of lesson plans with critical elements, including assessment, depth of knowledge, and evaluating for vertical alignment.
- Communication with Ogalla Sioux Tribe (OST) also increased and improved relationships between our district and OST Education Agency.

And the top needs recognized by the HS CNA team include:

- Better quality formative assessment strategies learned, documented, and implemented.
- Promotion of Educational and Therapeutic Counselor availability in school.
- Greater collaboration in the development of professional development opportunities.
- Attendance will be a major concern for the 2024-25 school year and how to encourage attendance, which leads to less missing work, which leads to more knowledge.



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.

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 Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Narrative:

Continued use of the districtwide instructional specialists/MTSS interventionists, Friday School, and after school tutoring to support teacher/student teaching and learning is a part of the plan for 2023-24. According to (Matsumura, 2013) instructional specialists will help identify specific student and teacher needs using screeners, diagnostic tests, and more frequent progress monitoring in appropriate areas of learning.

NWEA MAPs (Kadoka MS and HS), South Dakota Interim Assessments, SWIS, and other specific data collecting tools will be used to offer a consistent progress monitoring plan in the assigned grades. According to What Works Clearinghouse and the Institute of Education Sciences, progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions (Russel Gersten, 2009). MTSS Progress monitoring may most easily be conducted during Friday school, the afterschool tutoring programs or mentoring/intervention/study hall period. Not only does the Friday tutoring and after school tutoring provide one-on-one attention to academics, but also provides a reassuring and supporting mentor for our students which choose to attend. The newly implemented for the 2024-25 school year mentoring/intervention/study hall period will provide the same benefits, but the students are required to be in attendance. Building relationships with students on a personal level can impact academic success (Allensworth, 2020).

Professional development and follow-up opportunities, specifically in SD Assessment and formative assessments, and CNA Action Plans will be the focus for the 2024-05 school year. In May 2024, a year-end two-day review of data and CNA Action Plans was held developing revised tasks to accomplish goal of quality formative assessment use, solidifying documentation process through lesson plans and curriculum development, as well as establishing meeting schedules to build accountability for administration and staff. An additional follow-up progress monitoring of teaching strategies presented during the 2023-24 professional development will be supported through administrative walk-throughs.

The focus and follow-up PD opportunities will address the collective needs of staff; however, other means

are encouraged and supported for teams and individuals to build their own skills according to interest and need. This may include book studies, conferences, courses, and a menu of options provided by the district. Examples are coding, classroom management, technology like Microsoft College, writing, trauma protocols and first aid in the classroom.

The KASD Professional Development Team plans address those essential features of a successful MTSS process. According to a summary of research in the brief by Dia Jackson, EdD at the Center of Multi-Tiered System of Supports at the American Institutes for Research (AIR) found on mtss4success.org entitled, Leveraging MTSS to Ensure Equitable Outcomes "MTSS is a prime opportunity for schools to intentionally create a system that eliminates barriers and produces positive outcomes. MTSS has the potential to address these long-standing issues and build a new path forward given the flexibility inherent in the framework. MTSS incorporates foundational practices for addressing equity in education through data-based decision making and evidence based tiered supports to address and prevent academic and behavioral challenges."

Staff will continue to procure resources for the ELA/Math curricula and plan to include opportunities for Tier I. Tiers II and III daily practice and review with IXL and the teaching from the newly adopted ELA series and its components like Writable and extra time for students will provide practice in highlighted ELA and Math areas in addition to practice with higher-level thinking skills activities will help move students into deeper understanding of concepts.

In 2023-24 continued use of MTSS, Fridays, and after school was utilized by students. In addition to these pre-existing supports, a strategic intervention system was implemented with classroom, administration, and intervention staff pulling data from NWEA MAPS, IXL, and classroom observations. Student identification for interventions happens in the fall, winter, and spring. Whereas the NWEA MAPS test reflected growth in math, classroom performance was inconclusive on the effectiveness in intervention. Similarly, students who participated in interventions for ELA showed growth in multiple metrics including Smarter Balance performance, MAPS scores, and classroom observation. In the second semester students were encouraged to stay after school to get additional instruction in problem areas and to have staff monitored work time. In the 2024-25 year the school day schedule has been modified to allow for one-on-one intervention time with all staff being available to assist students.

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.

Benchmark/Evaluations:

NWEA MAPs, SWIS, and South Dakota Assessment data (interim) will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from Go Math! and Into Literature programs, newly developed formative assessments, and Campus reports. Progress monitoring data will be shared from these resources at monthly MTSS, and CNA meetings and in-service time.

Teachers will submit Student Learning Objectives (SLOs) to be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan. Additional focus questions will also be addressed as part of the teacher evaluation plan encouraging a growth mindset for staff.



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.

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 Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Narrative:

The MTSS process is broken down into Response to Intervention and Positive Behavior and Intervention supports. Kadoka Area High School is working in both categories for student success. After student needs are identified by the school team (at monthly team meetings), students are considered for interventions. Individual or group plans are designed to build students' success. Plans for students or groups may include one or several adjustments to teaching/learning like additional 30-60 minutes content-specific instruction, smaller group sizes including one-on-one instruction, alternative programs, activities, student wellness plans, counseling sessions, culturally responsive teaching and strategies, or an alternative interventionist. By addressing these elements for each student identified, we can provide either enrichment or intensive remediation for all students.

Staff members on the district PBIS team, MTSS coaches/interventionists, and administration will regularly share new strategies with staff at monthly in-services and staff meetings. Several staff members intend on attending math, science, social studies, ELA, and content specific conferences during the 2024-25 school year to gain greater expertise in their content area.

In 2023-24 the staff participated in monthly CNA meetings in which they shared best practices and instructional strategies to give ideas to peers. They also worked extensively on lesson planning and implementation. There were also 2 mentoring partnerships in which new staff worked with mentors to improve their practices early in their careers while also getting their alternative certification. Throughout the year staff attend content specific professional development opportunities and some staff also presented at these conferences. For the 2024-25 year this process will simply continue as it has proven effective, and growth will continue as well.

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.

Benchmark/Evaluations:

NWEA MAPs, SWIS, and South Dakota Assessment data (interim) will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from Go Math! and Into Literature programs, newly developed formative assessments, and Campus reports. Progress monitoring data will be shared from these resources at monthly MTSS, monthly staff and CNA meetings and in-service time.

Teachers will submit Student Learning Objectives (SLOs) to be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan. Additional focus questions will also be addressed as part of the teacher evaluation plan encouraging a growth mindset for staff.

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 of 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.

Narrative:

Working through the MTSS continuum, the Kadoka Area High School Team reviews academic and behavioral data (via SWIS reports and benchmarking reports for various assessments, including NWEA MAPs and content program assessments) on students. If data indicated that student needs are not being met, particularly the needs of those at risk of not meeting the challenging state academic standards, plans for students will be adjusted during regularly held team meetings. NWEA MAPs data was available at the beginning of the 2023-24 school year and may be aligned to 2023-24 SD Assessment data for analysis and adjustment of curriculum and interventions. As guided by MTSS, alternatives for adjustments include more time, group size, alternative core and supplemental programs and assignments are adopted, and teaching strategies, like those strategies introduced and reviewed during the 2023-24 in-services are options considered. NWEA MAPs and newly created formative assessments will be beneficial to teams in making decisions about what material students need to be enhanced or additional instructions provided.

In the 2023-24 school year, CTE courses increased in breadth of opportunities for students, better preparing than for real-world applications. Students participated in college fairs and completed the NCRC test which indicated our student’s proficiency in Career and College readiness. ACT prep is available at the classroom level, helping students to take this important assessment. Along the lines of real-life preparedness, the discipline matrix is utilized to maintain a basis of behavioral expectations. Lastly, a school psychologist is available weekly to address the emotional need of students identified as needing services.

Include a description of how the reform strategies will be evaluated for effectiveness and what evidence will be used. 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.

Benchmark/Evaluations:

NWEA MAPs, SWIS, and South Dakota Assessment data (interim) will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from Go Math! and Into Literature programs, newly developed formative assessments, and Campus reports. Progress monitoring data will be shared from these resources at monthly MTSS, monthly staff and CNA meetings and in-service time.

Teachers will submit Student Learning Objectives (SLOs) to be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan. Additional focus questions will also be addressed as part of the teacher evaluation plan encouraging a growth mindset for staff.