

May 20th, 2024

Title I Schoolwide (SW) Plan

District:

Kadoka Area School District

School:

Interior Elementary

Building Principal:

Mr. Jeff Nemecek

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:

May 20th, 2024

Budget Implications

Describe how federal funds will support the Schoolwide Plan. The 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 Interior Elementary Schoolwide plan will be using federal funds to support staffing, family engagement activities, including parent education, curriculum development, MTSS process and activities, and professional development. Additional funding to support these efforts will be used for salaries and benefits of Title I intervention staff (if needed) 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 three 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 students.

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:

The 2020-21 school year celebrated the end of the year with a Year-in-Review event. T.I.E.'s Data Specialist, Dan Henry, walked stakeholders through a variety of data, including several student academic data points from different sources, and surveys supporting the SD CNA process. The finale of the event was for each school site to synthesize the data and establish 2021-22 goals and expectations for the school community. This process continued through the 2022-23, 2023-24, and the upcoming 2024-25 school year.

A new beginning for the CNA process is planned for the 2021-22 school year due to the Covid-19 interruption. Kadoka Area is working with the SD DOE to establish dates and personnel to help collect the data for a thorough analysis preparing all school teams for the 2023-26 school years.

Results from this year's meeting are shared with the stakeholders at an Open House socializing event at the beginning of the 2021-22 school year. This gives students and their families an opportunity to find classrooms, meet teachers, administration, and school board members to visit about curriculum and general "getting-to-know-you" conversations, and Title 1. Staff will formally be reviewing data and goals, the CNA process and adjusting curriculum at the *Before-School-Starts* Pre-service and follow up professional development opportunities throughout the year. Progress monitoring of staff, student and parent goals will be accomplished through testing, surveys, observations, and conversations.

Summarize the results and conclusions:**Narrative:**

The Interior Elementary Team will continue to focus on writing effectively for a variety of purposes including the following targets: language and vocabulary use and writing complete pieces of work utilizing editing and revising as identified by SBAC results. *Year-in-Review* Meeting discussions led to a schoolwide plan to divide writing focus from the 6+1 writing process into 4 groups to allow classroom teachers to intensify instruction and practice assigned grade-level traits. This plan incorporates strong focus on writing skills with a building of skills toward mastery. To address these needs, Interior will continue to implement *Strategies for Writing* (6+1 traits are a part of this program) in grades 2-8, which provides an additional resource to expand writing opportunities for learners and for teachers, in addition to newly requisitioned *IXL-ELA*, *Scholastic*, *Lexia*, *Reading Plus*, and *Newsela*. Data also reported Interior 6th graders showed strength in conventions, elaboration, and purpose in writing expository pieces, a goal for all Interior 3rd – 8th graders.

The overall Interior Elementary Team goal is for students to become better communicators through writing across curriculum areas. As time allows, professional development times will be offered to build curricula with more writing.

Based on South Dakota State Assessment Math and NWEA Maps Interim and year-end tests, the reading and comprehending of math problems (Problem Solving) and Geometry were identified as requiring the most attention in teaching and learning Math. Problem solving was the lowest category for all Interior 3-8th graders, with 6th grade being the only positive proficiency score of 50 percent. The single claim for improvement identified in NWEA Maps data in 7 of 8 classes was Operations and Algebraic Thinking. Interior team members will need to adjust their curriculum to include a greater focus on solving problems that arise in everyday life, society, and the workplace. Through this work and practice, the result will be a deeper understanding of Math concepts evident by SBAC scores. Additional tools to be added to the curriculum include IXL-Math, [Khan Academy Mappers](#), in addition to *Go! Math* program supports. The Interior Elementary Team math goal is for students to see the connections to math in their world and, as evidence, score equal to or higher than the state scores overall in Math on the Smarter Balanced Assessment.

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 to support teacher/student teaching and learning is a part of the plan for 2024-25. According to (Matsumura, 2013) instructional coaches will help identify specific student and teacher needs using screeners, diagnostic tests, and more frequent progress monitoring (NWEA-Maps, SWIS and specific program tools) in appropriate areas of learning.

NWEA-Maps (k-8th g.), South Dakota State Interim Assessments (3rd-8th g.), SWIS, and other specific data-collecting tools (k-8th g.) 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* (Russel Gersten, 2009), 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. Progress monitoring tools may include sound/letter/number/word/addition, subtraction, multiplication, division fluency, math concepts fluency, and Oral reading fluency to name a few. **CORE** (Consortium on Reading Excellence) Diagnostic tests and NWEA MAPS Fluency Assessments will be used for reading data and “Use What you Know” portion of student *Go! Math* book, prerequisite tests or beginning of the year tests from *Go! Math*, *Corrective Math* and *Connecting Math Concepts*, plus tools from <https://intensiveintervention.org/>.

Interior’s Survey data from 22-23 indicates some aesthetic issues for students. For example, some students felt like they did not belong. To address this challenge, team members are planning on continually working with students to develop personal academic and/or behavioral goals for the 2024-25 school year. This empowerment will provide students with a sense of ownership over their learning, resulting in a greater sense of belonging. Guidance/Health instruction use programs like *Second Step* (Cooke, M.B., Ford, J., Levine, J., Bourke, C., Newell, L. & Lapidus, G. (2007)., 2015) will be used to support students, with attention given to strategies that could positively influence their feelings of belonging and include their families also. The Interior SEL curriculum is designed to help students build positive relationships with peers and teachers, another facet to belonging. Staff observed that the adoption of MTSS, specifically PBIS structures, to teach skills and reward positive behaviors, created a comfortable learning environment that students were receptive to. Continuing to promote positive behaviors, ownership over learning, and social strategies will help the students perform better academically. (Nese, 2016)

Professional development and follow-up opportunities, specifically in the State assessment Interim Testing and NWEA MAPS progress monitoring, *Close Reading* and other strategies with attention given to language and vocabulary, mastering the complete writing process, and socio-emotional strategies will be the PD focus for

2024-25. Staff will concentrate on Geometry and real-application story problem lessons as they work to differentiate teaching to meet the student needs. The goal of these opportunities is to build student skills and support student learning in Math and Reading.

In 2020-21, Kadoka Area hosted guest speaker [Clint Pulver](#), to share inspirations on resilience. Post presentation survey data indicated that this type of awareness presentation was a helpful reminder to all that, whether a math class, COVID-19, parenting or job-related issues can often be faced by being resilient, diligent and confident. These character traits may be referenced in the SD Math Standards of Mathematical Practice. Professional development and family engagement plans will continue to address issues faced by students through community building activities like the Clint Pulver presentation. Another guest speaker will be sought for the upcoming school year as a follow-up to our focus on social-emotional growth and development.

Staff will continue to procure resources for the ELA/Math curricula and plan to include opportunities for Tier 1, II and III like daily practice, review and develop ELA curriculum to include focus on 6+1 traits, geometry and problem-solving with *Strategies for Writing* program, *IXL*, *Think Central*, *Math for Today*, and *Daily Language*, *Newsela*, *Lexia*, *Reading Plus*, and *Scholastic News* in addition to practice with higher-level thinking math/ELA standards activities to move students into deeper understanding of concepts and create more proficient writing.

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 the South Dakota State Assessment and Interim assessments will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from *Go Math!* (K-8 g.), HMH Into Reading/Literature(K-8g.), and *Campus* reports. Progress monitoring data will be shared from these resources at monthly MTSS and staff meetings.

Teachers will submit Student Learning Objectives (SLOs) to be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan.

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*. Interior Elementary School is working in both categories for student improvement. After student needs are identified by the school team (at one of the bi-monthly team meetings), students are considered for Tier II and III 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 and strategies, or an alternative interventionist. By addressing these elements for each student identified, we can provide either enrichment or remediation for all students.

Staff members on the District PBIS team and MTSS coaches will regularly share new strategies with staff at monthly in-services and staff meetings.

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 State Assessment and Interim assessments will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from *Go Math!* (K-8 g.), HMH Into Reading/Literature (K-8) and Campus reports. Progress monitoring data will be shared from these resources at monthly MTSS and staff meetings.

Teachers will submit Student Learning Objectives (SLOs) to be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan.

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 Interior Team reviews academic and behavioral data (via SWIS reports and benchmarking reports for various assessments, including NWEA-Maps and SBAC) on students in tiered interventions. 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 and tri-annual data retreats. As guided by MTSS, alternatives for adjustments include more time (60-90 minutes (about 1 and a half hours) depending on MTSS Tier), group size, alternative core and supplemental programs adopted, and teaching strategies, like direct teaching, are options considered. The [MAPPERS](#) tool may be beneficial to teams in making decisions about what material students need enhanced or additional instructions. Teachers are explicitly trained and supervised with the program of choice by Math or Reading Specialists and monitored/supported by coaches and administration.

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 State Assessment and Interim assessments will be used for benchmark

and progress monitoring along with program assessments (including diagnostics) from *Go Math!* (K-8 g.), HMH Into Reading/Literature (K-8g.), and Campus reports. Progress monitoring data will be shared from these resources at monthly MTSS and staff meetings.

Teachers will submit Student Learning Objectives (SLOs) to be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan.