

5.17.2024

Title I Schoolwide (SW) Plan

District:

Kadoka Area School District

School:

Kadoka Middle 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 Middle 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.

During the 2023-24 school year, the Kadoka Area School District participated in the SDCNA follow-up sessions and activities provided by 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..

In the 2023-24 school year the **Leadership** component was led by the new dean of students/principal. Using, at the minimum, two monthly meeting, one dedicated to the CNA and one for general and students needs in the school, discussion was had, and problems were presented, plans of action were devised, and at the next meeting a follow up and modification of the plan was presented to ensure that the concern was addressed. During the staff meetings, conversations and work toward the goals included handbook policy proposals, online student progress monitoring, and assessment planning with follow up RTI support. Discussions between staff and administration include building on in-house communication through monthly face-to-face staff meetings and CNA meetings to monitor the needs and strengths of staff, students, programs, assessments, and goals.

The **Curriculum and Instruction** component showed consistent high marks for the use and understanding of South Dakota State Standards with ELA, Math, and Science outperforming state proficiency percentages. Some credit is given to the online availability to students and families of Kadoka Middle Schoolers the lesson plans and assignments, in addition to the support of staff at afterschool and Friday tutoring. The regularly scheduled afterschool tutoring was new to the 2023-24 school year and will be a part of future years, this

was made possible by the running of a second bus for the students that live out of town. The intention was to offer additional after-school times to increase the times that teachers are available and smaller group sizes. The use of research-based teaching strategies makes it easy to trust, choose and implement teaching strategies appropriate for each lesson. The team recognized the use of differentiated instruction as a key to assist more students to proficiency. A positive for Kadoka MS was the use of progress monitoring. Kadoka MS joined the K-5 with the implementation of NWEA MAPs testing program to more consistently and better track student growth vertically. The 2021-22 school team was able to identify needs and provide additional practice for students to succeed in filling learning gaps. 2021-23 data observations included the need to help students with and without learning gaps transition from fifth grade into middle school by providing additional resources to bring students closer to sixth grade standards. To address this, an addition to the core content curriculum development to meet student needs, the 2023-24 school team worked with administration to adopt a study skills curriculum that all sixth through eighth graders will participate in weekly. After a year of implementation, for 2024-25 school year the team believes that it would be better to concentrate on the upcoming 6th graders and make a dedicated class to include a variety of topics to help the new 6th graders have a better grasp on middle school life. Some of the topics would be study skills, how to use technology properly, how to use email, how to use computer systems and programs like OneDrive, social and emotional coping skills, time management and organization, note taking, and test taking. Writing and vocabulary focus will be mostly addressed through the new ELA program and its resources. ELA and Math needs will continue to be a focus in the 80-minute blocks, with interventions provided, when needed. Training in the use of the assessment tools will continue with local administrators' assessment cohort participants leading some professional development for 2024-25.

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.

Overall, Kadoka Middle School is on a good path with at least 25 points higher on state tests over the state average. Its strengths and weaknesses are listed below in the three categories of subject, grade, and programs.

The subject, according to the data, that is the strongest is ELA and the weakest would be Math.

Grade/Subject	State Average	Kadoka Middle School 2023-24 State Testing Results	Difference
6 th Grade Math	42	67	25
7 th Grade Math	41	75	34
8 th Grade Math	40	72	32
Average	41	71	30
6 th Grade ELA	48	80	32
7 th Grade ELA	50	81	31
8 th Grade ELA	49	89	40
Average	49	83	34

8 th Grade Science	39	72	33
-------------------------------	----	----	----

Grades...

The grade level, according to the data, that is the strongest is 8th grade and the weakest would be 6th grade.

Grade/Subject	State Average	Kadoka Middle School	Difference
6 th Grade Math	42	67	25
6 th Grade ELA	48	80	32
Average	45	75	29
7 th Grade Math	41	75	34
7 th Grade ELA	50	81	31
Average	46	78	33
8 th Grade Math	40	72	32
8 th Grade ELA	49	89	40
Average	45	81	36
8 th Grade Science	39	72	33

Programs...

The Kadoka Middle School used several different programs to enhance the learning that was being taught in the classes. Some of these programs were IXL, Freckle, Writable, and Waggle. The best and the most used program would be our IXL program, which is used in math, ELA, science, and social studies. The program that was the weakest was the program that we were introduced in our new ELA series “into Literature” and that program is called Waggle, it will not be renewed for the upcoming year.

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 2023-24 school years, the district Professional Development Team consisted of administrators and interested teacher representatives. For 2024-25, this team reviewed professional development Survey data and identified a need for greater collaboration of staff in similar subjects. It was found that during the 2023-24 school year the time that was allotted for the collaboration teams to meet was very beneficial. Collaboration was done in ELA, math, and social studies including elementary, middle school, and high school. The PD Team helped build into the 2024-25 PD Plan more collaboration time for content area staff. For 2024-25, the PD team will work toward even more specific content learning by guiding school teams and individuals to pursue alternative PD options (Book studies, Online Courses, PD Menus, You tube.)

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 2024-25 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 2024-25 PD plan. Also, regular opportunities for building paraprofessional knowledge will continue to be 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 Dean of Students.

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.

The **Family, Culture and Climate** component weighs heavily on the transition to and from Middle School. It was identified by CNA team members that students need greater exposure and guidance to certain skills development to be successful sixth graders and through their middle school years. Research by Parker, 2013 and Perkins, 1995 stated that "The (middle school) transition is often complex. As young adolescents are changing school buildings they are also changing hormonally, mentally, and physically. This transition affects young adolescents' academic experiences, motivation, self-perception, and self-regulatory beliefs". Kadoka MS student data supports this complex challenge and recognizes that the greatest challenges are not always academic skills like vocabulary, but soft skills like, time management, prioritizing assignments, activities, self-regulation of emotions and sleep, advocating for oneself and being more responsible, to name a few. The students identified the greatest challenge was transitioning between staff members and classes every period and how the expectations of each were a bit different. A positive data point is that we are a small school with one class per grade level, making individualization and differentiation doable. The progress made during the 2022-23 school year included a more in-depth transition plan which included a welcome letter from principal, breakout sessions for fifth graders with sixth grade teachers and a follow-up session with the dean of students for a questions and answers period. During the 2023-24 school year the decision was made not to send a letter from the principal, but to have a morning dedicated with the dean of students to make the students feel more comfortable in their surroundings. Ending their day with lunch with the rest of the middle school. During the 2023-24 school year, CNA Action Plan updates include a designated weekly skills training for all 6th-8th graders in addition to spring activities listed. Skills include time management and organization, how to study notes, and take tests. For the 2024-25 school year this will be enhanced and will include only the 6th grade, giving time to really delve into the subjects that the students will need to be successful. This knowledge will be further touched upon in the 7th and 8th grades.

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.

Parker, A. K. (2021, April 10). *Transitioning young adolescents from elementary to Middle School*. AMLE. <https://www.amle.org/transitioning-young-adolescents-from-elementary-to-middle-school/>

Summarize the results and conclusions:

Narrative:

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

- Communication opportunities between staff and administration through meetings, SLOs, and evaluations.
- Dean of Student is data driven as a model for staff to ensure student needs are better met.
- Lessons are aligned to South Dakota Standards.
- Curriculum and professional development are data driven.
- Continued effort given to Middle School Transitions with Actions
- Better use and understanding of need-identifying tools and programs and scheduling of progress monitoring assessments to provide data-driven instruction through the state testing and NWEA MAPS.

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

- Transitioning elements identified and specifically taught to incoming middle schoolers, specifically 6th graders.
- Use of differentiation strategies to bridge student gaps, including more time.
- Greater collaboration in the development of professional development of specific teaching strategies identified by staff and goals of the schoolwide plan.
- Increasing student attendance and building relationships through family and student connections. Utilizing the last hour mentor/intervention/study hall period and communication with the families.

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 instructional specialists/interventionists to support teacher/student teaching and learning a Friday School and After school Tutoring are parts of the plan for 2023-24. According to (Matsumura, 2013) instructional coaches/interventionists can help identify specific student and teacher needs using screeners, diagnostic tests, and more frequent progress monitoring (NWEA MAPs, SWIS and specific program tools) areas of learning.

Continue to use the NWEA MAPs (Kadoka MS). MAPs, plus South Dakota Interim assessments (6th-8th grade), SWIS, and other specific data-collecting tools will be used to offer a consistent progress monitoring plan in the middle school 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.

Although Kadoka Middle School Survey data indicates that students feel comfortable and are supported in their school, we will continue to focus on students' mental health and academics by focusing on the development of transition plans for our sixth graders. Plans that include physical, emotional, and mental balance will be used to support students, with attention given to strategies that could positively influence their families and school life. The Kadoka Middle School transition curriculum (adopted by the MS Team summer 2023) will include specific goals and activities to help students entering middle school be better equipped to manage emotions and behaviors and build positive relationships with peers and teachers. Staff hope that the adoption of stronger MTSS, specifically PBIS structures through the Kadoka Middle School Transition Plans will directly teach skills and reward behaviors, create a more comfortable learning environment so all students are more receptive. The Kadoka Middle School PBIS mantra "Respect Yourself, Respect this Place, Respect Others," has been established to build into the Transition plans which will, in turn, help the students perform better academically (Nese, 2016).

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 and Communication, Trauma protocols and First Aid in the classroom and writing in content areas.

The KASD Professional Development plan addresses 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. 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 students through practice and review with IXL and the teaching from the newly adopted ELA series and its components like Writable and Freckle. 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.

Jackson, D. (2021). Leveraging MTSS to ensure equitable outcomes. Center on Multi-Tiered System of Supports at the American Institutes for Research.
<https://mtss4success.org/sites/default/files/2021-08/MTSEquityBrief0.pdf>. Used with permission.

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 MTSS meetings, staff meetings, 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 the 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 Middle School is working in both categories for student improvement and connecting these efforts to the Kadoka Middle School transition plans. After student needs are identified by the school intervention team. Students are considered for tier 2 and 3 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 partial to full periods of content-specific instruction, smaller group sizes including one-on-one instruction, alternative programs, frequency of progress monitoring, activities 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. A specific schedule, identifying needs of students based on spring SD Assessment data for incoming 6th graders has already been developed to make time intensity a priority.

Staff members on the district PBIS team and RTI coaches/interventionist team will regularly share new strategies with staff at monthly in-services and staff meetings. The intervention team will monitor teacher growth and development of teacher efficacy in MTSS.

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. 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 MTSS meetings, staff meetings, 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 the 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 Middle Team will review academic and behavioral data (via SWIS reports and benchmarking reports for various assessments, including NWEA MAPs and content program assessments, on students in 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. Data will be available at the beginning of the 2024-25 school year and may be aligned to 2023-24 data for analysis and adjustment of curriculum and interventions. As guided by MTSS, alternatives for adjustments include more time (partial to whole periods depending on MTSS Tier), group size, alternative core and supplemental programs and assignments are adopted, and teaching strategies, like direct teaching, are options considered. NWEA MAPs will be beneficial to teams in making decisions about what material students need enhanced or additional instructions. Teachers are explicitly trained and supervised with the programs of choice by math or reading specialists/intervention team and monitored/supported by coaches, interventionists, and administration.

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. Students who participated in interventions for math and 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 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 MTSS meetings, staff meetings, 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 the staff.