

5.20.2024

Title I Schoolwide (SW) Plan

District:

Kadoka Area School District

School:

Kadoka Elementary School

Building Principal:

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. 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 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 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 2021-22 school year, we participated in the SDCNA Regional Sessions provided by DOE in Kadoka. Our team was made up of three members from our school. We worked through the four key components: Effective Leadership, Curriculum & Instruction, Talent Development, and Family, Culture & Climate. The process involved our team going through planning, collecting & organizing data, analyzing the data in relation to the key components, prioritizing needs, and finally writing an action plan based on the root cause of the prioritized needs. This work was done both in Regional setting work time and through independent meetings from September 2021 through March 2022.

In analyzing the results of data provided, the **Leadership Component** included much observational data and data from teacher interviews, surveys, and group discussion. Overall, staff was appreciative of the efforts made by the principal to communicate with everyone regularly by sharing electronic weekly updates, foci, and schedule. SLOs continue to be a strong piece to keep our curriculum data driven. The administration's positive involvement in curriculum is supported through data analysis, personal knowledge of programs available to use with students, and full knowledge and participation in the MTSS process. This year the principal organized and supervised an Elementary Student Advisory Council to promote PBIS structures.

A need recognized by the CNA Team included a greater use of classroom walk-throughs. With the principal's rapport with his staff, data shows staff want walk-throughs to be a more empowering learning tool to focus on best strategies and teaching, student engagement and differentiation. Directions in teaching need more than just the student test scores.

After reviewing our CNA data in May, 2024, we decided to extend our principal walk throughs into the 2024-25 school year. He will give the teachers feedback through an e-mail form that he created.

The **Curriculum and Instruction Component** showed positive marks for the use and understanding of South Dakota State Standards and availability to students and families on electronically published lesson plans. The use of research-based teaching strategies (available to staff on the lesson plan *Strategies* drop-down menu) make 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 Elementary was the use of tri-annual NWEA MAPS testing and a guiding principal educated in the use of data-driven analysis. However, the Elementary CNA Team found a lack of evidence in the use of formative assessments, success criteria, and curriculum alignment in the core content areas.

The **Talent Development Component** of the CNA showed a need for more specific strategy training, which might be beneficial to maintaining student engagement and increase performance. Although a Professional Development Team has always been utilized, the data gleaned from surveys was not as thorough as it needed to be to get a good picture of staff wants and needs in terms of strategy development. To address this, a new survey was created, and results indicated a need for regular technology training, classroom management, and differentiated instruction (which includes assessments and strategies). Staff identified a need for a more transparent action plan for professional development that specifically includes education for the paraprofessionals in our district. Recommendations included training on learning continuums, intervention programs, and engaging, repeated practice strategies and routines.

The **Family, Culture and Climate Component** data supports a strong sense of safety for students, families, and staff in the Kadoka Elementary school. With friendly staff greeting students and families upon arrival, Monday morning messages/announcements of positivity from the principal, wide and consistent use of PBIS strategies all contribute. An area of concern identified by the CNA Team was the need for greater cultural diversity. The implementation of PBIS has helped create a more positive school culture overall, specific efforts and planning need to be made to bring greater cultural awareness in our school setting, intentional use of multi-cultural materials in our curricula, and culturally responsive teaching in our classrooms.

The elementary team will continue our yearlong cultural plan which will expose our students to a variety of different cultures, with the hopes of creating a better overall school climate. We will utilize teacher resources in our own team to positively impact our classroom environment.

Summarize the results and conclusions:

Narrative:

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

- Communication opportunities between staff and administration through meetings, email, SLOs, and evaluations.
- People feel safe in the school environment.
- A growth mindset is embraced by all staff who are looking for more opportunities toward better teaching and learning through principal walk-throughs, curriculum development, professional development in engaging strategies and formative assessment.
- Lessons are aligned to South Dakota Standards through lesson planning.
- Curriculum is data driven using NWEA MAPS.

And the top needs recognized by the Kadoka Elementary CNA team include:

- Walkthrough procedure designed to address strengths and needs of staff members based on CNA personal, classroom and school goals.

- Curriculum development and alignment to include culturally responsive teaching.
- Greater collaboration in the development of professional development of teaching strategies identified by staff and goals of the schoolwide plan with specific opportunities for paraprofessionals.

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:

In Spring 2022, Kadoka Elementary CNA Team identified the need to better develop and consistently use the teaching and learning strategies that are most effective with a diverse group of learners and be culturally responsive in doing so. To support this goal, the Kadoka Elementary CNA team has contributed to the design of a *Walk-Through* document for observations by the principal/coach to assist staff in progress monitoring their personal and classroom CNA goals. To broaden strategy knowledge, the Kadoka Area professional development plan (which includes Dr. Brenda Tuft, Professor and Chair at the University of Mary [Bismarck ND]) consists of a series of events in the development of assessments, teaching and differentiation strategies, and brain research. Plans include building a bank of strategies for teachers to use to address the variety of academic needs of individuals, small groups and whole group learning as identified through the 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.”

Research supports the continued use of the districtwide MTSS instructional specialists/interventionists 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-5th g.), South Dakota Stat Assessments and Interim assessment (3rd-5th g.), *SWIS*, *CORE* (Consortium on Reading Excellence), Kadoka Area Elementary Principal Walk-throughs, and other specific data-collecting tools (k-5th 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 KES Principal Walk-Through, sound/letter/number/word/addition, subtraction, multiplication, division fluency, math concepts fluency, and Oral reading fluency to name a few. *CORE* Diagnostic 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/> and pbisworld.com

To further address Kadoka's culturally responsive challenge, team members are planning on working with ALL students to develop personal academic and/or behavioral goals. This empowerment will provide students with a sense of ownership over their learning, resulting in greater sense of success and control. 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 Kadoka SEL curriculum is designed to help students build positive relationships with peers and teachers. Staff observed that the adoption of MTSS, specifically district wide PBIS structures, to teach skills and reward positive behaviors, creates a comfortable learning environment that students are receptive. Continuing to promote positive behaviors, ownership over learning, and socially/culturally relevant strategies will help the students perform better academically (Nese, 2016) and help build a more culturally responsive school.

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 *Writers Workshop program*, *IXL*, *Math for Today*, and *Daily Language*, *Newsela*, *Lexia*, 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.

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/MTSS_Equity_Brief_0.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 SD Assessment Interims will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from *Go Math!* (K-8 g.); Into Reading/Literature (K-12) 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) and KAES Principal Walk-Throughs will 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*. Kadoka Elementary School is working in both categories for student improvement. After student needs are identified by the school team (at 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/interventionists and professional development providers 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 SD Assessment Interims will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from *Go Math!* (K-8 g.); Into Reading/Literature (K-12), 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) and KAES Principal Walk-Throughs will 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 Kadoka Elementary CNA Team reviews academic and behavioral data (via SWIS reports and benchmarking reports for various assessments, including NWEA-Maps and SD Assessment) 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 depending on MTSS Tier), group size, alternative core and supplemental programs adopted, and teaching strategies, like direct teaching, are options considered. The [MAPPERS](#) tool (NWEA 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/Interventionists and pd providers 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 SD Assessment Interims will be used for benchmark and progress monitoring along with program assessments (including diagnostics) from Into Reading/Literature (K-12), 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) and KAES Principal Walk-Throughs will be continually reviewed and revised to meet student needs as part of the Teacher Evaluation plan.