

5.20.2024

## Title I Schoolwide (SW) Plan

District:

Kadoka Area School District

School:

Long Valley 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: 5/20/2024

## 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 Long Valley 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 one consistent member and three rotating 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 and data from teacher interviews, surveys, and group discussion. Overall, staff was appreciative of the efforts made by the instructional coach in setting up RTI intervention groups and the variety of principal communications through electronic weekly updates, foci, and schedule. SLOs continue to be a piece of our data to empower staff toward meeting student needs through goal setting. 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 a districtwide Elementary Student Advisory Council to promote PBIS structures.

A need recognized by the CNA Team included next steps directions for consistent movement through the RTI process. Establishment of regular team meetings, documentation and planning options need to be more familiar and conducted by staff in the absence of the shared administrator.

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 challenge for teachers is to extend their repertoire of strategies used and regulation of instructional time using classroom management strategies and a time-on-task accountability plan for students. The team recognized the need for a clearer criterion for success and learning targets established by curriculum alignment between programs and grades and use of progress monitoring tools (like SD Assessment Interims and MAPS Fluency tests) as part of that accountability and attainment of target goals. Additionally, greater emphasis needs to be placed on depth of knowledge in curriculum elements for greater student engagement. A positive for Long Valley Elementary was the use of tri-annual NWEA MAPS testing (grades K-2), bi-annual NWEA MAP testing (grades 3-8), and a guiding principal educated in the use of data-driven analysis.

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. The Long Valley CNA team specifically requested professional development on implementation of the MTSS process. The data gleaned from the professional development 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 MTSS 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 general level of satisfaction with Long Valley Elementary School from students, families, and staff. 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 Long Valley CNA Team was the need for greater family understanding of purpose as to the importance and value of a strong assessment plan from attendance to progress monitoring of interventions to formative assessment in core classes to high stakes testing. The implementation of PBIS has helped create a more positive school culture and the addition of a COVID paraprofessional has increased the availability of RTI interventions. The MTSS process steps need to be adjusted as well with regular team meetings, documentation of student progress (which includes the above assessments made) and interventions plans plus parent notification of plans and student progress.

### **Summarize the results and conclusions:**

#### **Narrative:**

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

- Communication opportunities between staff and administration through meetings, email, SLOs, and evaluations.
- People feel satisfied with Long Valley Elementary school overall.
- Lessons are aligned to South Dakota Standards through lesson planning.
- Curriculum and MTSS process is data driven using NWEA MAPs.

And the top needs recognized by the Long Valley Elementary CNA team include:

- Walkthrough procedure designed to address strengths and needs of staff members based on CNA personal, classroom and school goals which include elements of the MTSS process (scheduling, training, reporting, and communicating assessment results of RTI interventions.)

- Curriculum development and to include a greater variety of teaching, learning and classroom management strategies and assessment based on success criterion.
- Greater collaboration in the development of professional development of teaching, learning, and classroom management strategies identified by staff and goals of the schoolwide plan with specific opportunities for paraprofessionals.
- Education and communication with parents regarding the purpose of value of Long Valley's assessment plan.

## 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 the Spring Long Valley Elementary CNA Team identified the need to better inform and include parents in the SD state testing process and emphasize its importance to the education of Long Valley students. With greater understanding, parents can influence the questionable student test-taking behaviors. (Data shows that once Long Valley students transition to Kadoka High School, student SD Assessment scores better match their grades, observed classroom performance, and other assessment scores.) Parents understanding will influence their children on quality work and students will do better on tests to show what they really know. In order to achieve this goal, Long Valley staff must continue their current efforts of following the MTSS process and implement the CNA plan to include parents in a greater level of engagement in their child's education, including MTSS identification for support, core and intervention program and curriculum knowledge, progress monitoring of student gains and how these features connect to the overall success on the SD Assessments.

Part of the MTSS process involves the use of progress monitoring tools, grouping of students, intensity of instruction, and appropriate strategies to use in teaching. Therefore, the Long Valley staff will continue to fully participate in the professional development offered by the Kadoka Area school district to better meet needs of students. Staff will also include professional development on how to include parents in curriculum and assessment use (scheduling and progress monitoring using SD Assessment Interims) and development. To offer support, the elementary principal will include Long Valley teachers in regular principal walk-throughs to progress monitor teachers' personal and classroom CNA goals associated with student progress and parent connections.

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](http://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."

NWEA-Maps (k-8<sup>th</sup> g.), South Dakota State Interim Assessments (third-8<sup>th</sup> g.), *SWIS*, *CORE* (Consortium on Reading Excellence), Kadoka Area Elementary Principal Walk-throughs, and other specific data-collecting tools (k-8<sup>th</sup> 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 tests 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](http://pbisworld.com).

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.

To further address Long Valley’s parent and student support for valuable assessments goal, 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 stamina and perseverance on assessments as character traits are shared. This program of discussions and activities includes students’ families also. The Long Valley 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 be more mentally prepared for high stakes testing.

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 with *Strategies for Writing* program, *IXL*, *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. In addition, staff will focus on self-guided professional development in building family–school relationships using resources like South Dakota Statewide Family Engagement Center for workshops, presenters, activities, and parent correspondence/newsletters (in addition to Long Valley School’s monthly newsletter/calendar.)

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](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, and with parents, formally and informally.

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*. Long Valley Elementary School is working in both categories for positive student growth. 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. 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 teaching strategies with Long Valley staff at monthly in-services and staff meetings to build MTSS teaching resources.

Addressing the CNA goal of parent education and engagement, inviting Long Valley parents to be a greater part of the MTSS process is more likely to positively effect student outcomes, according to research referenced by Monica Z. Osburn of the University of North Carolina at Pembroke,

“Barber, Paris, Evans and Gadsden (1992) indicated that parents support achievement testing. However, too often parents are not informed of results, the results are not explained adequately, and the results are often difficult to interpret without assistance.”

Osburn's study of a group of parents found similarly, “With respect to the value of testing, these parents indicated that testing is important but that they are not getting the results explained to them.”

And Osburn concluded, “To make achievement testing more valued and beneficial to all involved, it should be a collaborative process between the school and the family. The results indicated a positive perception of school climate, which should support better communication to assist the student academically. The parents also indicated a sense of responsibility to help their child succeed academically. This can be seen as a willingness to become more involved in the testing process.”

Paris, S. G. (1992). Four perspectives on educational assessment. *International Journal of Disability, Development, and Education*, 39(2), 95-105.

Osburn, M.Z (2004). Parents' Perceptions of Standardized Testing: Its Relationship and Effect on Student Achievement. *Journal of Educational Research and Policy Studies*, Spring, 2004, 4 (1), 75-95.

**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 Long Valley Elementary CNA Team will review 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.

Parents will be invited to be a part of MTSS decision-making, educated on school intervention strategies, and provided with suggestions on strategies for help-at-home to build student efficacy and success.

**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 *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.