

6.06.24

Title I Schoolwide (SW) Plan

District:

Kadoka Area School District

School:

Midland 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 6th, 2014

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 Midland 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, Midland teachers 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 with follow up and annual meetings in 2023 and the spring of 2024.

In analyzing the results of data provided, the **Leadership Component** included data from teacher interviews, surveys, and group discussion. Overall, staff was appreciative of the variety of principal communications through electronic weekly updates, focus of the week, 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 continued to organize and supervised a districtwide Elementary Student Advisory Council to promote PBIS structures. This leadership team consisted of at least one representative from each district elementary school, including Midland. Plans to continue this Advisory Council are set for 2024-25 with invitations going out to 5th-8th graders adding community service projects to the list of goals.

A need recognized by the Midland CNA Team included the process to identify and implement best strategies for teaching to learning to individualize instruction. Working with the administration on identification, funding, implementation, and progress monitoring is all part of the leadership component. Another concern for the CNA Team saw the gradual shift from high percentage of parent engagement in pre-COVID years to low parent engagement during the 2021-23 school years and lower student enrollment for 2023-24. Decisions on next steps are in process. The enrollment for the 2024-25 school year again looks very low. With a new certified teacher coming into Midland for the upcoming school year, planning and preparation will be an additional area of focus.

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) makes plans easy to trust, choose and implement teaching strategies appropriate for each lesson. The CNA team expressed a need for more useful and specific training with progress monitoring tools for self, peer, and administration as well as the impact on student success. 2023-24 Professional Development plans included review/training of the twenty top strategies to influence student learning (according to Marzano and Hattie.) With the challenge for staff to extend their repertoire of strategies used being met, next steps include curriculum mapping to incorporate strategies into new ELA program and curriculum, focus on regulation of instructional time using classroom management strategies and a time-on-task accountability for students. A positive for Midland Elementary was the use of tri-annual (grades K, 2) and bi-annual (grade 5) NWEA MAPS testing 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. This was the focus of the 2023-24 Professional Development Plan. Historically, a Professional Development Team has better utilized data from staff surveys to influence next steps in professional development options. The 2024-25 PD Team has requested focus on regular technology training which will include a Mini TIE Conference (arranged by Julie Mathiason and Three Rivers Cooperative for local districts and hosted at a region school), assessment review (hosted by Assessment Cohort members and local administrators), Family Engagement opportunities through the South Dakota Statewide Family Engagement Center, curriculum revisions and alignment and specific training for teachers and paraprofessionals regarding programs, MTSS, and Special Education topics. The PD Committee also recognized the need for additional collaboration time with like grade level and subject area colleagues.

The **Family, Culture and Climate Component** data supports a general level of satisfaction with Midland Elementary School from students, families, and staff with lower scores in making parents feel like partners in education and paraprofessionals not feeling as connected with staff, including administration. although 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, parents are not getting involved or feeling involved in their child's education. The implementation of PBIS continues to help create a more positive school culture and the team is convinced the additional strategies and types of parent engagement options will increase student success.

Summarize the results and conclusions:

Narrative:

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

- Communication opportunities between staff and administration through meetings, email, SLOs, and evaluations.
- Stakeholders feel satisfied with Midland 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 Midland 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 new teaching strategies for certified and classified staff, which includes strategy usage, 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 progress monitoring assessments based on student success.
- Integration of new ELA program into ELA curriculum.
- 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 and value of Midland's family engagement 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 Spring 2023, Midland identified the need to offer a greater variety of strategies for learning to better meet the diverse needs of Midland elementary students. The next step for Midland staff in 2024-25 is to build 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 continuing MTSS process. Additional professional development plans specific to Midland includes continued sharing strategies with the paraprofessionals, who are supervised by certified staff of Midland, peer-observations and self-monitoring of strategy use and relevance.

Continued use of the districtwide MTSS 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.), DIBELS, *SWIS*, *CORE* (Consortium on Reading Excellence) 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* Diagnostic tests and DIBELS 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/> and pbisworld.com

Midland’s 2021-22 Survey data indicated a feeling of well-being; however, teachers are concerned as the amount and quality of parent engagement and attendance post-COVID. 2022-25 enrollment numbers of students continue to decline. To influence this challenge, team members are planning to work with students to develop personal academic and/or behavioral goals/targets which will be shared with families in addition focus on the School-Family Compact. 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 Midland SEL curriculum is designed to help students build

positive relationships with peers and teachers. 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)

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 become proficient with the new ELA program and curriculum development procedures. In Math, geometry and problem-solving with IXL, *Math for Today*, and new intervention supported by NWEA and Khan Academy (*MAPs Accelerator*).

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* (K-12 g.) 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), be evaluated annually by the principal and support conversations from the KAES Principal Walk-Throughs. These materials 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*. Midland 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* (K-12 g.) 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), be evaluated annually by the principal and support conversations from the KAES Principal Walk-Throughs. These materials 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 Midland 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. 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 *Go Math!* (K-8 g.), *Into Reading* (K-12 g.) 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), be evaluated annually by the principal and support conversations from the KAES Principal Walk-Throughs. These materials will be continually reviewed and

revised to meet student needs as part of the Teacher Evaluation plan.