

# ***HOME OF THE BRAVES***

**Eagle Butte School District 20-1**

## ***2025 - 2026 SCHOOL-WIDE PLAN***



### **CHEYENNE-EAGLE BUTTE MISSION STATEMENT:**

To prepare students with the academic, spiritual, physical, cultural, and social skills needed to be productive world citizens and lifelong learners in a technological world.

### **OUR VISION:**

Keeping our Wakanyaja (children) sacred through positive thinking and positive actions.

## **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. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). 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.**

The Upper Elementary School (UE) conducts a continuous and responsive Comprehensive Needs Assessment (CNA) process to guide school-wide improvement. This process is rooted in the four-lens framework: professional practice, family and community, student data, and program structures; and is informed by data collection, stakeholder input, and aligned action planning.

Our CNA process was initially supported by consultants from the South Dakota Department of Education and guided by our School Improvement Team (SIT). After exiting Comprehensive School Improvement (CSI) status in 2023, we continued the momentum by integrating our existing School Success Action Plan with new strategies gained from McREL International's Balanced Leadership training.

Throughout the 2024–2025 and for the 2025–2026 school years, the CNA has evolved into a dynamic and living process. Our SIT meets monthly to review data, assess progress, and refine goals. Multiple data sources are utilized, including:

- Academic assessments: NWEA MAP (Math, Reading, Science), SD State Assessment (Grades 3–6), STAR Reading, and other assessment sources; Note: A diagnostic tool will be identified for incorporation during the school year.
- Behavioral and social-emotional data: PBIS-SWIS behavior reports, BASC3-BESS screener, and student attendance (focusing on- chronic absenteeism rates)
- Programmatic and instructional data: Curriculum usage and fidelity (Open Court, Reveal Math, IXL, ExactPath), walkthroughs, engagement tools, and instructional coaching logs

Significant emphasis has been placed on data-driven decision-making. A data leadership system was formalized that includes grade-level data captains who maintain progress tracking spreadsheets for reading and math. Standard operating procedures were developed to ensure the consistent use of data in guiding interventions, coaching, and instructional planning.

Our revised CNA Action Plan also focuses on systemic redesign and targeted improvement efforts to complement and further strengthen our UE Multi-Tiered Systems of Support (MTSS) Framework:

- Development of an Academic Support Team, Behavioral Support Team, and RTI Team
- Implementation of a structured collaboration cycle involving regular data dives and grade-level planning
- Expansion of the school-wide PBIS system and behavior monitoring tools
- Use of student engagement tools, walkthrough instruments, and self-assessments tied to our engagement, relevance, and rigor goals

Additionally, staff professional development and leadership growth are embedded into our CNA Action Plan response. All initiatives are aligned with our Theory of Action: If staff provide highly engaging learning experiences, use data to drive their work, and cultivate a unified and collaborative team, then student motivation and achievement will increase.

This process is not static. The CNA Action Plan is routinely monitored, adjusted, and enhanced through the action planning cycles of our SIT and MTSS teams, ensuring that our school-wide Title I program remains responsive, student-centered, and results-driven.

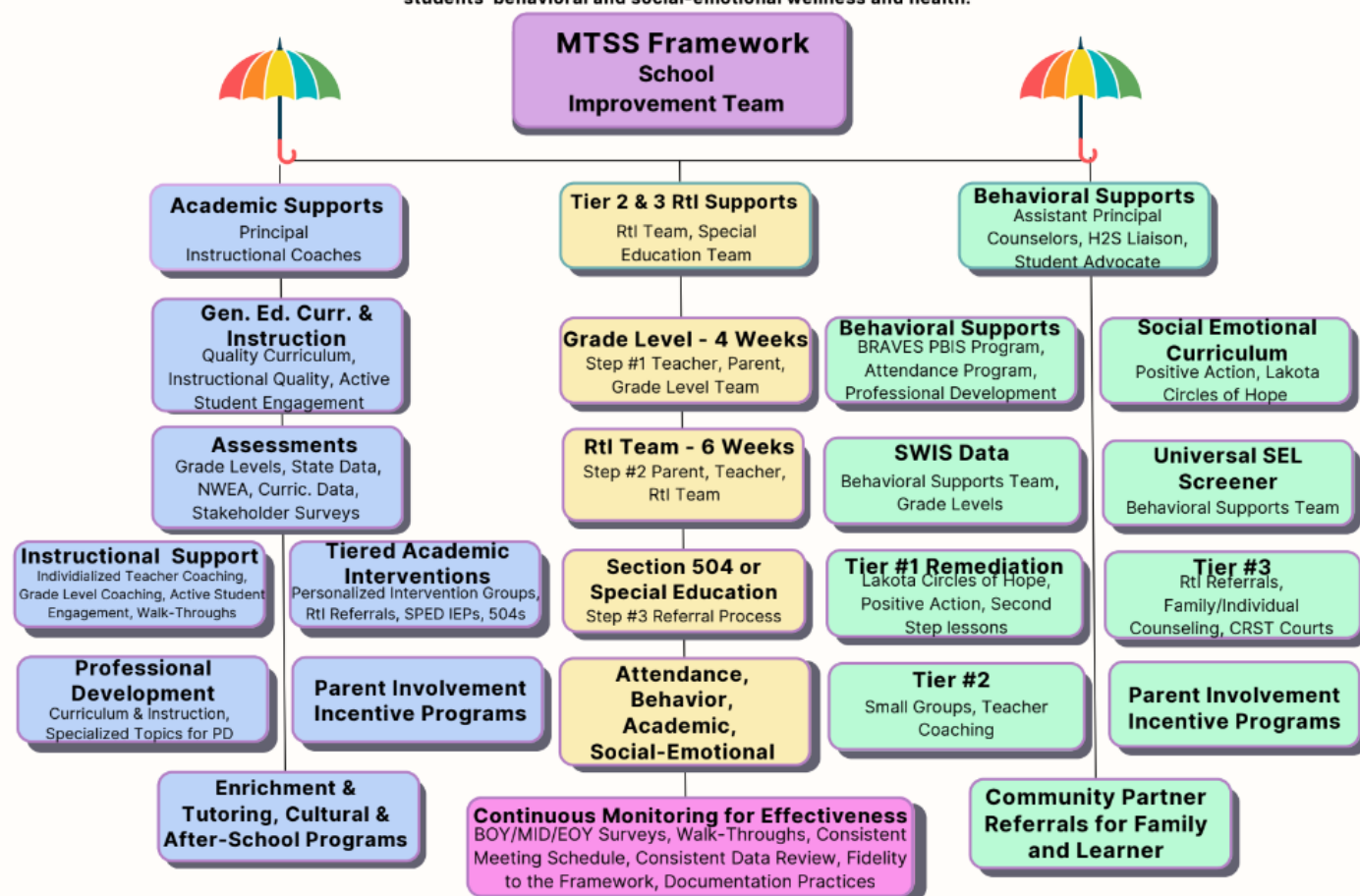
**Collaboration Cycle:** On a weekly rotation, teachers meet together during one prep time each week.

**PLC Coaches Week:** The purpose of the PLC meeting is to discuss curriculum, materials, organizing, instructional support, professional learning topics related to each team or school-wide goals, etc. These teams meet to discuss data related to individual students. Interventions in reading and math are provided and organized with by data-driven student grouping: Read Right Program, Reading Mastery Intervention Program, Hand2Mind Differentiated Math Centers, small group and individual counseling sessions, SEL mentor/mentee relationships and attendance contracts are developed as outcomes of data trends identified. Maintains a working agenda with tasks assigned as needed.

**PLC Focus Week:** School-wide topics related to instructional programming, lesson planning, data disaggregation, and behavioral & SEL programming - Maintains a working agenda with tasks assigned as needed.

#### C-EB SCHOOLS: UPPER ELEMENTARY SCHOOL

The South Dakota MTSS+ (Multi-Tiered Systems of Support) initiative focuses on two areas: 1) MTSS Academics is referred to as RtI (Response to Intervention): Improve reading and math results for students through teacher training, instructional coaching, evidence-based practices, and tiered intervention supports. 2) MTSS-Behavior is referred to as PBIS (Positive Behavioral Interventions and Supports): Provide supports through MTSS+ for students' behavioral and social-emotional wellness and health.



## **Summarize the Results and Conclusions**

Following the school's exit from Comprehensive School Improvement (CSI) status in the previous cycle, the Upper Elementary School has sustained and refined its continuous improvement journey through the implementation of a responsive action plan anchored in its most recent Comprehensive Needs Assessment (CNA). The updated plan reflects staff training and feedback gained through McREL International Balanced Leadership, collaboration with the SD DOE School Improvement Department, and intensive internal review processes.

The revised action plan identifies three priority areas for improvement that now serve as the foundation for school-wide instructional practices, climate initiatives, and Title-funded strategies:

1. Action 1 – Increase Engagement, Relevance, and Rigor: Instruction will prioritize student-centered practices, engagement strategies, and high expectations for rigor. Emphasis is placed on increasing higher-order thinking, ensuring lessons are purposeful and meaningful, and applying the SEAM (Student Engagement and Motivation) framework to energize classroom instruction, the Science of Reading, Explicit Instructional, and culturally relevant strategies, as applicable.
2. Action 2 – Create a Unified and Collaborative Staff: Structures for consistent collaboration, aligned curriculum, and common instructional practices have been implemented across all grade levels. This includes weekly collaboration meetings, strengthened instructional coaching, shared planning using PlanBook, and alignment of school-wide procedures and expectations.
3. Action 3 – Use Data to Drive All Work: Data-informed decision-making guides all instructional planning, intervention deployment, attendance tracking, behavior support, and staff professional development. Teams review multiple data sets regularly to inform student supports and assess goal progress.

## **Key School-Wide Goals and Outcomes**

1. Increase Proficiency and Growth in ELA and Math
  - Teachers utilize MAP, SD State Assessment data, and classroom-based assessments to differentiate instruction and ensure mastery of state standards. A diagnostic tool will be identified for implementation to bolster individualized intervention and planning.
  - Structures supporting this work include ongoing instructional coaching, scope and sequence alignment, a comprehensive assessment plan, and grade-level data meetings.
2. Improve Attendance and Reduce Chronic Absenteeism
  - Attendance is monitored through monthly reviews and visual data displays.
  - Targeted outreach and engagement strategies (e.g., student-specific goals, attendance tracking sheets, teacher notifications, etc.) are used to increase the percentage of students attending at 90% or higher.
3. Strengthen Social-Emotional Learning and Positive Behavior
  - PBIS, Second Step, and Lakota Circles of Hope are implemented to support SEL and reduce behavior-related removals.

- The school-wide discipline matrix now incorporates trauma-informed and restorative practices. Behavior team meetings every two weeks ensure continuous support and review of high-need students.

### **Aligned Action Plan Tasks**

- PlanBook implementation across grade levels, with guided planning taking place during PLCs, for consistent and high-quality lesson planning and to maintain curricular alignment.
- Use of the SEAM framework, project-based learning in some subject, explicit instruction, and the Science of reading methodologies to embed engagement and critical thinking in instruction.
- Vertical and horizontal curriculum alignment across all subjects and grades.
- Data-driven collaboration cycles with use of walkthrough tools, reflection surveys, and instructional coaching.
- Systematic development of a school-wide comprehensive assessment calendar.

### **Data-Informed Adjustments**

Data collection and review processes are ongoing and collaborative:

- Academic: MAP Growth (Reading, Math, Science), SD State Assessments, STAR Reading
- Behavior & SEL: BASC-3 BESS Screener, PBIS-SWIS, attendance rates
- Instructional: Walkthrough observations, student engagement checklists, coaching logs
- Stakeholder: Parent surveys, WWTC input, and event feedback

Continually, the building conducts data disaggregation and grade-level planning sessions during PLCs, where teams examine MAP, formative, diagnostic, and summative assessment data points and establish individualized goals for learners.

### **Title I Funds Use Summary**

Title I funds are leveraged to:

- Decrease class sizes through supplemental staffing
- Provide supplemental intervention resources and evidence-based instructional programs
- Equip classrooms with 1:1 technology and digital learning tools, as/if needed
- Sustain attendance initiatives through recognition systems and family engagement
- Expand behavior supports and SEL programming across all classrooms

By aligning instructional practices, staff collaboration, and school culture with the three defined action priorities, the Upper Elementary School continues to build a cohesive and high-performing environment where student achievement, well-being, and engagement are at the center of all work.

## **Budget Implications:**

We will involve instructional coaches to help new and struggling teachers improve using SD core content standards, curriculum materials, and research-based instructional strategies including, but not limited to culturally relevant practices, the Science of Reading, and Explicit Instructional strategies, as applicable. As new teachers join our team, they will spend two days with the instructional coaches learning about the Upper Elementary programs which include, but are not limited to: PBIS/BRAVES, First Days of School by Harry Wong, curriculum training, data-driven practices, etc. Note: Certified staff members will be compensated at a rate of \$35/hr. and non-certified staff at a rate of \$30/hr. for professional development before or beyond contractual hours as indicated by our collective bargaining agreements. Travel costs are reimbursed at the approved state and school policy rates.

Two (2) instructional coaches will work with teachers in science, math, social studies, and reading throughout the year. Funding for one instructional coach salary will also be funded with Title I funds. They will use the Jim Knight instructional Coaching Model: The Impact Cycle: Instructional Coaching That Makes a Difference. It focuses on improving teaching practices through a cycle of:

- Identify (goals for improvement)
- Learn (targeted strategies and modeling)
- Improve (collaborative practice and feedback)

The coaches, along with other lead teachers from the Instructional Leadership Team and the principal use the balanced leadership approach for continuous improvement of teacher practices: a strategic and scaffolded implementation of an evidence-based instructional model and aligned strategies. Coaches will have an additional training for Instructional Coaching Leaders (Jim Knight Teaching/Learning/Coaching) to include travel and per diem for the state MTSS or Title I Conference will be made available from federal funds as well.

Book studies and supplemental professional development workshops, to include facilitator and supply costs, will be implemented to support school-wide growth in meeting our goals. These classes will include a class on including culture relevance and trauma based practices within the classroom, the Science of Reading, and Explicit Instruction.

Meetings for each team in the UE MTSS Framework, Sunshine Committee, and School Success Team meet every other week at a specified time. Note: Certified staff members will be compensated at a rate of \$35/hr. and non-certified staff at a rate of \$30/hr. for professional development before or beyond contractual hours as indicated by our collective bargaining agreements.

## **Title I funds that support the identified needs include:**

**Certified Teaching Staff Salaries:** Salaries for interventionists and classroom teachers (7) to reduce student-to-teacher ratios below 20:1 in grades 3–6 and support intensive small group and individualized instruction in reading, math, and writing.

**Paraprofessional Support (7 staff):** Salaries for paraprofessionals who assist with core instruction, deliver intervention services, provide supervision for safety, and support behavior/attendance interventions under MTSS for grades 3-6.

**Other Supportive Salaries:** After-School Program Coordinator and Assistant Coordinator, a school counselor, and home-to-school liaison (grades 3-6) salaries; and partial salary for one administrator, to support with student interventions, academic, social-emotional, and behavioral supports.

**Instructional Coaching Support:** Salary (100%) for one instructional coach to deliver job-embedded professional development using Jim Knight's Impact Cycle for Instructional Coaching. Coaches work directly with staff through demonstration, observation, and feedback to improve instructional quality and student engagement.

**New Teacher Induction & Orientation:** Two-day summer orientation for new teachers including, but not limited to: PBIS/BRAVES, SEAM, PlanBook, curriculum overviews, data and assessment practices, behavioral expectations, and SEL practices.

#### **Professional Development & Coaching Training:**

- SEAM (Student Engagement and Motivation) training for new and returning teachers
- PlanBook training and ongoing lesson planning support
- Instructional Coach Leader Training allowable expenses
- Book studies and related supplies, materials, and facilitator fees on culturally responsive and trauma informed strategies to support learners, explicit instruction, and the science of reading
- Attendance at state MTSS/Title I conferences in addition to DOE workshops or conferences that align with our UE action plan and goals
- Note: Certified staff members will be compensated at a rate of \$35/hr. and non-certified staff at a rate of \$30/hr. for professional development before or beyond contractual hours as indicated by our collective bargaining agreements. Travel costs are reimbursed at the approved state and school policy rates.

#### **Curriculum & Planning Time:**

- Biweekly MTSS Team Meetings (RTI, Academic, and Behavioral Support Teams), Sunshine Committee, School Success Team, compensated for after-school hours.
- Vertical and horizontal curriculum alignment and mapping sessions beyond contracted hours
- PD and planning compensation, beyond contractual hours

#### **Academic Intervention Programs & Materials for grades 3-6:**

- Reading Mastery curriculum and materials and supplies
- Read Right reading intervention program and annual renewal
- Hand2Mind Math and Supplemental Interventions materials and supplies
- IXL (ELA & Math), Renaissance Place/Accelerated Reader, Exact Path, and ALEKS licenses



- Supplies for intervention rooms, extended project-based learning, including manipulatives, progress monitoring tools, and assessment kits

### **Technology Purchases for grades 3-6:**

- Laptops and devices to support the 1:1 technology model, as/if needed.
- Online licenses and digital platforms used during core instruction and intervention
- Classroom accessories needed for implementing tech-based instruction, based upon individual supplementary need

### **After-School Tutoring & Enrichment Program for grades 3-6:**

- Beyond contractual hours pay for certified and classified staff for tutoring, homework help, and enrichment, to include the after-school program (ASP)
- The ASP Program runs 3 days per week from September to May (until 5:30 PM)
- Supports academic interventions & enrichment, health/wellness, cultural activities, and student engagement & attendance strategies - Activities include academic tutoring driven by individualized learning needs in core subjects, and enrichment activities that include but are not limited to: STEM activities, archery, music lessons, a walking club/yoga/dance, and Lakota language and cultural activities. All students in the after-school program are provided with a snack. Funding for the after-school program comes from several different programs within the combined school, including federal funds from Title I and IVa. Funding is provided for students to participate in educational competitions for: archery, Academic Olympics, Lakota Hand Games Tournaments, chorus and music, Lakota language & cultural events, beading and sewing, Destination Imagination, STEM competitions, First Lego League competitions, and science fairs.
- Students will also experience educational field trips that are aligned with unit and curricular topics by grade level to reinforce learning standards and conceptualized learning. It is our intent to partner with state-wide organizations such as Sanford Labs, Ellsworth Air Force Base, Discovery Center, local GFP Hatcheries, and other like-minded organizations to provide these enriching and extended off- and on-campus learning opportunities. A student engagement survey and walkthrough tool will monitor progress and inform needed adjustments.

### **Attendance and Behavior Recognition for grades 3-6:**

- PBIS recognition materials for the BRAVES program
- Monthly attendance recognition, classroom competitions, and PBIS token-reward systems
- Supplies for PBIS BRAVES Store to reinforce expected student behaviors (Be prepared, Responsible, Attitude, Values, Excellence, Safety)
- Quarterly academic, attendance, after-school program attendance, and BRAVES Citizenship awards ceremonies will be implemented to bolster community-engagement efforts. Additionally, events such as Family Literacy Nights, Math Nights, and STEM Nights will be aligned to reinforce attendance improvement and academic engagement practices.

### **Social-Emotional Learning (SEL) Programs and Supports for grades 3-6:**

- Second Step curriculum materials and supplies for lesson activities
- Lakota Circles of Hope program supplies and facilitator training
- Counseling resources, supplies, and materials for group and individual SEL sessions
- Behavior Team resources and training to reduce discipline referrals and support high-risk students identified through the BASC-3 BESS screener

### **Benchmark/Evaluation:**

Data is analyzed from: SD Summative Assessment grades 3-6; MAP from NWEA for Upper Elementary Math, Reading, and Science (at grade 5 and 6), and from the STAR Reading assessment. Student attendance information is used, figuring data on percent of students who are present 90% of the time. Behavior statistics, staff development schedules, parent involvement histories, stakeholder surveys and academic program effectiveness measures are also used.

## **Component 2: §1114(b) (7)(A)(i):**

**Provide a description** of school-wide 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 School-wide plan. If providing food removes a barrier to involving parents and family members in the education of their children and you can justify this, then it is reasonable and necessary.

**Provide information** on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

**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.

The revised action plan identifies three priority areas for improvement that now serve as the foundation for school-wide instructional practices, climate initiatives, and Title-funded strategies, *for all learners, including student subgroups. Because we are a school of needing comprehensive support, we will apply all efforts available at every level to support our learners, increase student outcome, improve instructional practices for effectiveness, build and maintain family and student engagement and attendance, and provide SEL & Behavioral supports through trauma, cultural, and research-based practices:*

1. Action 1 – Increase Engagement, Relevance, and Rigor: Instruction will prioritize student-centered practices, engagement strategies, and high expectations for rigor. Emphasis is placed on increasing higher-order thinking, ensuring lessons are purposeful and meaningful, and applying the SEAM (Student Engagement and Motivation) framework to energize classroom instruction, the Science of Reading, Explicit Instructional, and culturally relevant strategies, as applicable.
2. Action 2 – Create a Unified and Collaborative Staff: Structures for consistent collaboration, aligned curriculum, and common instructional practices have been implemented across all grade levels. This includes weekly collaboration meetings, strengthened instructional coaching, shared planning using PlanBook, and alignment of school-wide procedures and expectations.
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### **Key School-Wide Goals and Outcomes**

4. Increase Proficiency and Growth in ELA and Math

- Teachers utilize MAP, SD State Assessment data, and classroom-based assessments to differentiate instruction and ensure mastery of state standards. A diagnostic tool will be identified for implementation to bolster individualized intervention and planning.
  - Structures supporting this work include ongoing instructional coaching, scope and sequence alignment, a comprehensive assessment plan, and grade-level data meetings.
5. Improve Attendance and Reduce Chronic Absenteeism
- Attendance is monitored through monthly reviews and visual data displays.
  - Targeted outreach and engagement strategies (e.g., student-specific goals, attendance tracking sheets, teacher notifications, etc.) are used to increase the percentage of students attending at 90% or higher.
6. Strengthen Social-Emotional Learning and Positive Behavior
- PBIS, Second Step, and Lakota Circles of Hope are implemented to support SEL and reduce behavior-related removals.
  - The school-wide discipline matrix now incorporates trauma-informed and restorative practices. Behavior team meetings every two weeks ensure continuous support and review of high-need students.

### **Aligned Action Plan Tasks**

- PlanBook implementation across grade levels, with guided planning taking place during PLCs, for consistent and high-quality lesson planning and to maintain curricular alignment.
- Use of the SEAM framework, project-based learning in some subject, explicit instruction, and the Science of reading methodologies to embed engagement and critical thinking in instruction.
- Vertical and horizontal curriculum alignment across all subjects and grades.
- Data-driven collaboration cycles with use of walkthrough tools, reflection surveys, and instructional coaching.
- Systematic development of a school-wide comprehensive assessment calendar.

### **Data-Informed Adjustments**

Data collection and review processes are ongoing and collaborative:

- Academic: MAP Growth (Reading, Math, Science), SD State Assessments, STAR Reading
- Behavior & SEL: BASC-3 BESS Screener, PBIS-SWIS, attendance rates
- Instructional: Walkthrough observations, student engagement checklists, coaching logs
- Stakeholder: Parent surveys, WWTC input, and event feedback

Continually, the building conducts data disaggregation and grade-level planning sessions during PLCs, where teams examine MAP, formative, diagnostic, and summative assessment data points and establish individualized goals for learners.

The Upper Elementary School will utilize the following strategies to promote success with state standards and the state assessment, particularly in mathematics and reading, in underperforming subgroups:

- All students receive core math and a core reading instruction on a daily basis. All underperforming students participate in additional intervention support sessions daily.
- Upper Elementary has math intervention for 30 minutes per day. During those 30 minutes, students have targeted practice on concepts such as fractions, multiplication facts, and geometry (dependent on individual and small group's deficit skills determined by MAP RIT score breakdown areas and observation of core material). This year, we are implementing a math intervention program from Hand to Mind to more effectively meet the needs of all students.
- Upper Elementary schedules 30 minutes of reading intervention daily. SRA Reading Mastery is the base intervention, Read Right is an intervention that works with individualized interventions including Exact Path, Moby Max and IXL. Other students at the same time are working on individualized interventions and/or enrichment. This year, we have added a math intervention program called Hand to Mind. This supplements the new Reveal Math program. ALEKS programming for advanced students may also be purchased for a limited number of students.
- After-school tutoring for Upper Elementary students is open for any student who wants extended opportunities to learn reading and/or math. After-school activities through Title I run concurrent with other federal funds where appropriate (Title IV and a Social Emotional Learning grant).

### **Budget Implications:**

We will involve instructional coaches to help new and struggling teachers improve using SD core content standards, curriculum materials, and research-based instructional strategies including, but not limited to culturally relevant practices, the Science of Reading, and Explicit Instructional strategies, as applicable. As new teachers join our team, they will spend two days with the instructional coaches learning about the Upper Elementary programs which include, but are not limited to: PBIS/BRAVES, First Days of School by Harry Wong, curriculum training, data-driven practices, etc. Note: Certified staff members will be compensated at a rate of \$35/hr. and non-certified staff at a rate of \$30/hr. for professional development before or beyond contractual hours as indicated by our collective bargaining agreements. Travel costs are reimbursed at the approved state and school policy rates.

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**Curriculum & Planning Time:**

- Biweekly MTSS Team Meetings (RTI, Academic, and Behavioral Support Teams), Sunshine Committee, School Success Team, compensated for after-school hours.
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**Technology Purchases for grades 3-6:**

- Laptops and devices to support the 1:1 technology model, as/if needed.
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#### **Attendance and Behavior Recognition for grades 3-6:**

- PBIS recognition materials for the BRAVES program
- Monthly attendance recognition, classroom competitions, and PBIS token-reward systems
- Supplies for PBIS BRAVES Store to reinforce expected student behaviors (Be prepared, Responsible, Attitude, Values, Excellence, Safety)
- Quarterly academic, attendance, after-school program attendance, and BRAVES Citizenship awards ceremonies will be implemented to bolster community-engagement efforts. Additionally, events such as Family Literacy Nights, Math Nights, and STEM Nights will be aligned to reinforce attendance improvement and academic engagement practices.

#### **Social-Emotional Learning (SEL) Programs and Supports for grades 3-6:**

- Second Step curriculum materials and supplies for lesson activities
- Lakota Circles of Hope program supplies and facilitator training
- Counseling resources, supplies, and materials for group and individual SEL sessions
- Behavior Team resources and training to reduce discipline referrals and support high-risk students identified through the BASC-3 BESS screener

**Benchmark/Evaluation:** Data is analyzed from: SD Summative Assessment grades 3-6; MAP from NWEA for Upper Elementary Math, Reading and Science (at grade 5 and 6), and from the STAR Reading assessment. Student attendance information is used, figuring data on percent of students who are present 90% of the time. Behavior statistics, staff development schedules, parent



involvement histories, stakeholder surveys, and academic program effectiveness measures are also used. A diagnostic tool will be identified for implementation.

Increased scores in reading and math, and decreased chronic absenteeism show more engagement and adherence to the strategic plan. As well, decreased behavior incidents involving OSS denotes increased engagement and more positive relationships among students and with staff.

### **Component 3: §1114(b) (7)(A)(ii):**

**Provide a description of school-wide 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 School-wide plan. If providing food removes a barrier to involving parents and family members in the education of their children and you can justify this, then it is reasonable and necessary.

Include a description of how the reform strategies will be evaluated for effectiveness. These strategies should be evidence-based and strengthen and enrich the academic program.

## **Narrative:**

The Upper Elementary School implements evidence-based, school-wide reform strategies aligned to its three Action Plan priorities to strengthen the academic program, extend and enrich learning time, and provide an engaging, well-rounded education for all students.

1. **Methods and Instructional Strategies that Strengthen the Academic Program:** To increase academic achievement in core subjects, the school has adopted the following instructional approaches:
  - **Explicit Instruction:** Teachers are trained in the use of structured, direct teaching methods focused on clear learning targets, guided practice, and checks for understanding.
  - **Science of Reading-Aligned Literacy Practices:** Reading instruction includes phonemic awareness, decoding, fluency, vocabulary, and comprehension, using Open Court, Reading Mastery, Read Right, and Exact Path interventions.
  - **Mathematics Instruction & Intervention:** Reveal Math is used as the core curriculum, supported by the \*Hand2Mind\* intervention kits, IXL, and ALEKS (for advanced students).
  - **Instructional Coaching & Planning:** Job-embedded coaching through the Jim Knight Impact Cycle model helps teachers improve rigor, engagement, and planning. Teachers use \*PlanBook\* to develop and refine aligned, data-informed lessons with support from coaches and collaboration teams.
  - **SEAM Framework:** The Student Engagement and Motivation (SEAM) model is used across classrooms to ensure student-centered learning with high expectations for engagement, relevance, and rigor.
2. **Increasing the Amount and Quality of Learning Time:** To maximize instructional time and increase the quality of learning:
  - **Daily Intervention Blocks:** All students receive an additional 30-minute block of math and reading intervention, targeted to specific skill gaps identified through MAP Growth, formative assessments, future diagnostic, and classroom assessments.
  - **Extended Learning Time (After School Tutoring):** Title I supports after-school academic tutoring three days per week until 5:30 p.m. This program provides additional time for academic instruction and social-emotional learning, running in coordination with Title IV and SEL grant funds.
  - **Summer Programming:** Summer enrichment and remediation are available to help students regain skills and prevent summer learning loss (funded in part through other federal and local funds).
  - **Collaborative Teacher Planning Time:** Built-in time for teacher collaboration ensures higher-quality instructional planning, curriculum alignment, and review of student progress data.
3. **Enriched and Accelerated Curriculum Supporting a Well-Rounded Education:** To provide a well-rounded education that nurtures academic, cultural, and creative growth:
  - **Lakota Language and Culture Integration:** Lakota Circles of Hope is delivered school-wide for 12 weeks each fall and winter, and cultural activities such as hand games,

drumming, and powwow singing are integrated through after-school and in-school programming.

- **STEM and Project-Based Learning:** The school offers enrichment opportunities including, but not limited to, First Lego League, Destination Imagination, and coding activities aligned to state STEM goals.
- **Arts and Music Education:** All students participate in art, general music, and performances such as Missoula Children's Theater and seasonal concerts. Piano instruction and advanced art courses are also offered.
- **SEL Supports:** Second Step curriculum and behavior supports grounded in trauma-informed and restorative practices enhance students' emotional readiness to learn.

### **Use of Federal Funds to Support Family Engagement**

To reduce barriers to parent and community involvement, Title I funds are used to provide food and materials during family engagement events (e.g., Fall & Spring Forums, literacy nights, Lakota cultural events). Providing food has proven essential to increase attendance, support community dialogue, and reinforce the school-home connection in a low-income community where transportation and childcare are common barriers. These events are conducted in partnership with the Wakpa Waste' Tiospaye Committee and CRST Title I Program.

### **Evaluation of Reform Strategies**

Effectiveness of the school-wide strategies is evaluated through:

- **Academic Progress Monitoring:** Regular analysis of MAP Growth, SD State Assessment data, STAR Reading, and classroom assessments to measure proficiency and growth.
- **Attendance Monitoring:** Monthly attendance reviews, chronic absenteeism tracking, and correlation studies with academic outcomes.
- **Behavioral Metrics:** PBIS-SWIS reports, BASC-3 BESS screeners, discipline referral rates, and time-out/ISS data are tracked and disaggregated by subgroup.
- **Instructional Walkthroughs & Coaching Logs:** Used to monitor fidelity of instruction, engagement strategies, and implementation of core curriculum and interventions.
- **Stakeholder Feedback:** Parent surveys, staff reflection tools, and WWTC recommendations guide continuous improvement.

These reforms are reviewed throughout the year by the School Improvement Team, MTSS groups, and leadership staff and adjusted as needed to ensure all students, especially those in underperforming subgroups, are progressing toward grade-level mastery and long-term success.

**Budget Implications:** Note - Our Professional Development Budget and Action Plan both note the amounts for the varied PD through the year.

To implement the reform strategies outlined in Component 3, the Upper Elementary School will allocate Title I funds across several aligned initiatives that strengthen the academic program, increase learning time, and support a well-rounded education. We will support teachers in implementing rigorous and engaging instruction using the SEAM (Student Engagement and Motivation) framework, the Science of Reading, explicit instruction, and culturally responsive strategies. Teachers receive support, training, and ongoing professional development to ensure effective use of instructional, assessment, and data collection and monitoring tools. Staff also engage in vertical and horizontal curriculum alignment, collaborative data analysis, and structured planning time beyond the school day, for which stipends are provided.

Professional development for teachers at the Upper Elementary School is paid with Title I funds. This includes classes, workshops, conferences, book studies, and related materials. Our Professional Development Budget and Action Plan both note the amounts for the varied PD through the year.

To increase the amount and quality of learning time, the school offers daily math and reading intervention programming delivered by intervention teachers and paraprofessionals. These sessions utilize evidence-based materials, including Hand2Mind math kits, SRA Reading Mastery, Read Right, and technology-based tools like Exact Path, Moby Max, and IXL. ALEKS is also used for select advanced learners. Additionally, a robust after-school tutoring and enrichment program operates three days per week, providing extended learning opportunities for students needing additional academic support.

To ensure a well-rounded and enriched curriculum, Title I supports programs such as Lakota Circles of Hope, which integrates Lakota values into social-emotional learning, as well as art, music, STEM, and cultural activities during the school day and after school. These enrichment programs include but are not limited to First Lego League, Destination Imagination, and arts-based performances.

The BRAVES store is a key component of the PBIS token-rewards plan and is well-run and ongoing from previous years. Support for this program comes several sources including Title I, other local funds and tribal funds. This year, we will continue improving and updating our PBIS program with professional development, new posters, and tiered rewards system, which will impact the budget to include other recognition materials and supplies, traveling trophies, and other items to help the program work well.

Federal funds may be used to provide a light meal for parents during family engagement activities, which are typically scheduled at 5:30 p.m., a time that coincides with dinner and workday transitions for many families. Research indicates that in high-poverty, low-income communities, barriers such as lack of transportation, food insecurity, and limited access to childcare often hinder parental involvement in school-based events. By providing meals, the school helps reduce one of these critical barriers, making it more feasible for families to attend, especially those who may be coming directly from work or who rely on the After-School Program for extended care. In our

context, where nearly all students qualify for free or reduced lunch and many households face economic hardship, offering a meal is a necessary and research-supported strategy to ensure equitable access and foster consistent family engagement. Title I funds support these efforts, and all related strategies are embedded in the school's action plan and monitored for effectiveness through analysis of student achievement, behavior, attendance, and stakeholder feedback.

### **Benchmark/Evaluation:**

The effectiveness of Title I-funded reform strategies will be evaluated through measurable benchmarks aligned to student outcomes, staff development, and family engagement. Academic progress will be tracked using MAP and SD State Assessment data, STAR Reading scores, and intervention program diagnostics (e.g., Read Right, IXL, Hand2Mind). Instructional improvements will be monitored through PlanBook usage (consistency and quality), walkthrough data, coaching logs, and Danielson Framework ratings.

Professional development outcomes will be assessed through participation records, feedback surveys, and implementation evidence gathered by instructional coaches. After-school tutoring and intervention effectiveness will be reviewed quarterly based on student progress and attendance.

Behavioral and SEL strategies will be evaluated using SWIS discipline data, BASC-3 BESS screener results, and PBIS fidelity tools. Family engagement success will be measured by event attendance, parent surveys, and WWTC feedback, with specific attention to whether the provision of meals reduces participation barriers for low-income families.

All benchmarks are reviewed regularly by the SIT, MTSS teams, and grade-level PLCs to guide continuous improvement and ensure alignment with school-wide goals.

### **Component 4: §1114(b) (7)(A)(iii):**

**Provide a description** of school-wide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs 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 school-wide 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 school-wide program need to be described in the narrative.

**Evidence:** 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. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

The Upper Elementary School employs a range of evidence-based, school-wide reform strategies designed to support the academic and non-academic needs of all students, with a particular focus on those most at risk of not meeting challenging state academic standards. These strategies are embedded within our multi-tiered systems of support (MTSS) framework and aligned with our action plan priorities to increase engagement and rigor, strengthen collaboration, and ensure data-driven decision-making.

To support student well-being beyond academics, the school provides access to counseling services, small group and individual mental health support, and social-emotional learning programs. These include Second Step, Lakota Circles of Hope, and trauma-informed care practices, coordinated with special education and Title I services. Our Behavioral Health and RTI Teams meet bi-weekly to identify students in need of additional supports, create individualized intervention plans, and monitor progress using PBIS-SWIS data, BASC-3 BESS screeners, and teacher referral tools. The BRAVES Store and PBIS program provide consistent school-wide expectations and reinforce positive behavior with culturally responsive supports.

The school also implements a comprehensive tiered system of behavioral and academic interventions. Tier I includes strong core instruction in ELA and math with embedded engagement strategies (e.g., SEAM framework, explicit instruction). Tier II and III interventions include small-group support in reading and math using programs such as SRA Reading Mastery, Hand2Mind, Read Right, Exact Path, and IXL. Students are identified through regular data analysis using MAP Growth, SD State Assessment, and teacher input.

To strengthen instruction and support teacher retention, the school invests in targeted professional development. Instructional coaches provide ongoing support using the Jim Knight Impact Cycle and Danielson Framework to improve classroom instruction, student engagement, and assessment use. Teachers also receive PD on culturally relevant teaching practices, PlanBook implementation, and effective use of diagnostic and formative assessments. Additional stipends and release time are provided to support collaboration, data review, and vertical/horizontal curriculum alignment.

For students transitioning from early childhood programs, the school maintains a collaborative relationship with the Primary School. Transition supports include joint planning sessions, vertical team meetings, school visits, and staff alignment of routines and expectations. The transition of 2nd grade into the UE building also ensures more seamless coordination of support and instruction.

Federal Title I funds are used in coordination with other programs such as IDEA-B and Title IV to expand after-school tutoring, support academic interventions, and sustain SEL programs and enrichment opportunities.

The effectiveness of these strategies is continuously evaluated through a combination of benchmark data (e.g., MAP, state assessments), PBIS fidelity reviews, behavior incident tracking, SEL screeners, attendance rates, and stakeholder feedback. Results are reviewed quarterly by

SIT, MTSS teams, and instructional leaders to inform improvements and ensure alignment with school-wide goals and federal program requirements.

**Budget Implications:**

The Upper Elementary School utilizes Title I and coordinated federal and local funding to support both academic and non-academic needs of all students, particularly those at risk of not meeting state standards. A portion of Title I funds supports staffing for intervention teachers and paraprofessionals who deliver small-group and individualized instruction in reading and math.



These interventions use evidence-based programs such as SRA Reading Mastery, Hand2Mind, Read Right, Exact Path, Moby Max, and IXL.

To strengthen behavioral and social-emotional supports, Title I funds help sustain the school's PBIS framework, Second Step, and Lakota Circles of Hope programs. Funding also supports the purchase of SEL curriculum materials, behavior team resources, and materials for the BRAVES Store rewards system. These resources are coordinated with IDEA-B and other local funds to maximize support for students with disabilities and those with significant behavioral needs.

Professional development is another key expenditure. Title I funds are allocated to provide training for instructional coaches and teaching staff in the SEAM framework, PlanBook, data-driven instruction, curriculum alignment, and culturally responsive pedagogy. Stipends are paid for collaboration time, book studies, PLCs, and after-hours professional learning. This investment improves teacher effectiveness and retention in high-need areas.

For early childhood transitions, Title I supports activities that bridge the Primary and Upper Elementary Schools, including transition planning meetings, joint staff training, and aligned routines and procedures for incoming students.

Additionally, Title I funds are used in conjunction with other grants to extend learning time through after-school tutoring and enrichment programming three days per week, covering extra duty pay for certified and classified staff.

Overall, the budget is structured to address whole-child development, increase instructional quality, expand learning time, and create supportive learning environments, ensuring that all students, especially those most vulnerable, have the resources they need to succeed.

### **Benchmark/Evaluation:**

The effectiveness of the school-wide reform strategies outlined in Component 4 will be evaluated through multiple benchmark measures and ongoing progress monitoring systems. Academic growth and proficiency for students at risk of not meeting state standards will be tracked using NWEA MAP Growth assessments (administered three times per year), SD State Assessments, STAR Reading, and curriculum-based assessments. Intervention effectiveness will be reviewed through progress monitoring reports and individual student growth trajectories in both reading and math.

Behavioral and social-emotional development will be evaluated through data collected from PBIS-SWIS reports, the BASC-3 BESS universal screener, discipline referral trends, and teacher/student SEL feedback surveys. These data sources will be used by the behavior team, school improvement team, and MTSS teams to evaluate the impact of interventions such as PBIS, Second Step, and Lakota Circles of Hope, and to make data-informed adjustments.

Professional development outcomes will be evaluated through walkthrough observation tools, teacher reflection surveys, coaching logs, and the degree of implementation of SEAM, PlanBook

planning quality, and other instructional strategies. Retention rates of highly qualified staff and participation in collaborative planning and professional learning will also be tracked.

For extended learning and after-school programs, attendance logs and academic progress of participating students will be monitored and compared to non-participants to evaluate impact. Transition activities between early childhood and elementary will be reviewed annually for participation rates and staff feedback to ensure alignment and readiness of incoming students.

All benchmark data are reviewed in monthly SIT and PLC meetings and formally evaluated during the annual end-of-year data retreat to inform school-wide adjustments, goal setting, and future planning.