

Tiospaye Topa School
Bureau of Indian Education (BIE) Division of Performance & Accountability
BIE Schoolwide Program Plan (SY21-22)

All BIE-funded LEAs (schools) operate a Title I, Part A Schoolwide Program. Each schoolwide program plan will be developed each fiscal year that contains the four (4) required Every Student Succeeds Act of 2015 (ESSA) statutory components. In addition, the school shall address the academic needs of students with disabilities in this plan.

The components for a schoolwide program plan are:

- 1) Comprehensive Needs Assessment (CNA)**
- 2) Schoolwide Reform Strategies**
- 3) Activities for Mastery of Content Standards**
- 4) Coordination and Integration**

Schoolwide Reform Strategies

Tiospaye Topa School's SMART goals are a plan of action to improve areas of need during the 2021-2022 school year. The continuous improvement process is led by the theory of action-logic model provided in the BIE's Needs Assessment Guidebook. The model supports the use of data to identify the school's prioritized needs, identify root cause/s of the prioritized needs, state anticipated outcomes, identify research-based strategies that support outcomes and SMART goals, and monitor/evaluate action steps to document progress in meeting the school's needs.

Tiospaye Topa School's Reopening Plan follows the Cheyenne River Sioux Tribe's COVID-19 Response Plan. The CRST COVID-19 Response Plan is set by the tribe's current risk level. Depending on the tribe's risk level (1-5), the school will provide instruction utilizing virtual, hybrid, or traditional learning models.

Furthermore, with the use of available funding outlined in the Schoolwide Budget, the five goals will be addressed.

SMART Goal 1 states, "By June 2022, 50% of K-12 students will meet or exceed projected student growth gains in Reading as determined by the Fall 2021 scores compared to Spring 2022 scores on the NWEA MAPS Test."

SMART Goal 2 states, "By June 2022, 50% of K-12 students will meet or exceed projected student growth gains in Math as determined by the Fall 2021 scores compared to Spring 2022 scores on the NWEA MAPS Test."

Data collection is the driving force to all educational decisions made throughout Tiospaye Topa School. The school strives to make a high-quality education available to all students. Due to COVID-19 and the virtual learning environment, Tiospaye Topa School was not able to administer the NWEA MAPS Assessment to K-12 students. This year, the school will focus on NWEA scores to promote student growth.

To better prepare students in reading and math, teachers will receive intensive on-site/virtual professional development training from Engage Learning consultants. The trainings will focus on learning environment, student engagement, using the workshop model, using assessments to inform instruction and instructional strategies, and using time effectively. Consultants will provide on-site/virtual support eight weeks throughout the school year, four days each week. Training, modeling, and coaching will be delivered for all teachers and educational assistants. Providing more effective teaching strategies and methods will positively affect student academic outcomes. Tiospaye Topa School will continue to utilize Google Classroom to some extent to support virtual, blended, or face-to-face instruction. Educators teach to the rigor of South Dakota state standards and provide instruction using various instructional strategies proven to support virtual, blended, and face-to-face learning.

Math and Reading instruction will be student focused. A multi-tiered system of support will be implemented to increase literacy and math achievement. K-6 students will receive a minimum 90 minutes of literacy, 30 minutes for small group Tier 1 differentiation, a double dose 30 minutes of additional time during the school day for Tier II targeted literacy intervention with a certified teacher, and additional support in accordance with Individual Education Plans for Tier III. 7-12 students will receive 60 minutes core ELA, 30 minutes for small group Tier I differentiation, and a double dose 30 minutes additional time during the school day for Tier II. Grades K-6 will receive 90 minutes of CORE math instruction and grades 7-12, 60 minutes. Appropriate interventions tailored to students' skills will help advance them to grade-level expectations.

Four days of onsite math content professional development training will be held at the beginning of the school year. All teachers K-12 will participate in the workshop. The training will provide a comprehensive step-by-step study of teaching math. Participants will actively engage in class discussions, study groups, and reflections journals. Participants will produce lesson plans, engagement activities, and resource materials to demonstrate their progress and application in their math instruction. Those taking part in the training will be eligible to earn two undergraduate or graduate credits upon successful completion of the course from the University of Sioux Falls.

The 7-12 Math Department will review math curriculum options. The current Math curriculum is outdated. The Math Department will review online trials and order samples of new math curriculum. The curriculum will be purchased through an outside grant source. Once a math curriculum has been chosen, professional development will be provided to ensure maximum success in implementing the new curriculum.

SMART Goal 3 states, "By May 31, 2022, students in grades K-12 who have chronic absenteeism will be less than 25%, as determined by daily attendance records at the end of the school year."

To address the issue of chronic absenteeism, an attendance monitor will track student daily attendance. The monitor will communicate with parents and guardians and will make home visits. The attendance monitor will contact parents and families when improvement and or consistency of their child's attendance. Tiospaye Topa School will utilize TECA funds to purchase various incentive awards for individual students and families with improved and excellent attendance rates. The monitor will track both student and class attendance rates.

Tiospaye Topa School provides each child the opportunity to advance educationally, and that means making sure they attend school regularly. Regular attendance is vital to every student's academic success. Research has shown that the attendance habits established at an early age have a lasting effect on students throughout their education and beyond, so it is important students attend school to prepare them for a positive future.

Pursuant to the Tiospaye Topa School Student Handbook, the Cheyenne River Sioux Tribe's Attendance Code, and the BIE CFR Compulsory Attendance Law, attendance is addressed as follows:

- 3rd Consecutive Absence - The school will notify the parent/guardian.
- 4th Consecutive Absence - The school will notify the parent/guardian and inform them their child will be dropped after five (5) consecutive absence days.
- 5th Consecutive Absence - The student will be dropped from the School roll. The parent/guardian must come to the school and meet with Administration to re-enroll student(s) at TTS. Parents will be notified in writing if affidavits are or will be filed with the Tribal Prosecutor by the School Resource Officer.

SMART Goal 4 states, "The percentage of student responses of agree or strongly agree "I feel protected from bullies at school" on the 2021-2022 Comprehensive Needs Assessment Student Feedback Survey will increase by 10% compared to SY 2020-2021 CNA Student Feedback Survey."

To address the issue of bullying, Tiospaye Topa School will implement a Safe School Program through Midwest Center for School Safety. It is a social-emotional program (SEL) that will cover bullying, sexual harassment, cyber-bullying, social media, and cyber-citizenship. The Safe School Program promotes: A Safe School = Successful Students, Successful Students = Positive School Culture, Successful Students = Positive Attendance, Successful Students = Positive Achievement. The program offers grades K-8: W.A.V.E. Goodbye to Bullies, grades 8-12: My Digital Compass, grades 9-12: Bullying versus Harassment, all TTS Staff and Programs: What's New with Our Youth, and Parents/Communities: Parenting in the Digital World and What's New with Our Youth.

Bullying and Cyber-bullying Prevention Specialists from Midwest Center for School Safety will also provide the following services: a pre-school in-service for all staff, a presentation to parents and communities about the School Safety Program, one to two days awareness presentations to all groups, and staff and student support services for one day per quarter.

In addition, the school counselor will provide Character Guidance education in the classroom for all students K-12. Twice a month the counselor will meet with K-6 students for 30 minutes and 7-12 students for 60 minutes. Character guidance education supports the school's discipline management system known as Positive Behavioral Interventions and Supports (PBIS) system.

SMART Goal 5 states, "By June 2022, all teaching staff at Tiospaye Topa School will maintain 10 points or higher with no unsatisfactory ratings on Charlotte Danielson Framework Domain 4: (0= Unsatisfactory, 1= Basic, 2= Proficient, 3= Distinguished) Professional Responsibilities based on annual administrator evaluations."

Tiospaye Topa School encourages and supports professional growth at all stages of a teacher's career. Professional development training on Charlotte Danielson's Framework for Teaching provided by Engage Learning, will be held during teacher in-service at the beginning of the year. During this training, administration will review the Charlotte Danielson formal observation form and summative evaluation form, specifically targeting Domain 4: Professional Responsibilities.

Throughout the school year, teachers will take part in a book study provided by Engage Learning. This study will focus on Charlotte Danielson's Framework for Teaching, which has

been adopted by the SD Department of Education and utilized as critical elements in the BIE EPAP. The success of the framework is a reflection of both the recognition of the vital importance of high-quality teaching and an awareness of its complexity. The framework described in the book, *Enhancing Professional Practice*, identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and research as promoting improved student learning.

Participants will read and dialogue in class and online about the framework's four domains defining what teachers should know and be able to do in the exercise of their profession. Through class discussions, small group activities, online dialogue, classroom observations, analyzing practice and self-reflection, educators work through how to use the framework to strengthen professional practices to improve student learning. Those taking part in the training will be eligible to earn one undergraduate or graduate credit upon successful completion of the course from the University of Sioux Falls.

Activities for Mastery of Content Standards

Ensuring mastery of content standards will be an ongoing goal for Tiospaye Topa School. Data collection is the driving force to all educational decisions made throughout the school. Due to COVID-19, students did not take NWEA MAPS assessment during the 2020-21 school year. Following the TTS Reopening Plan, students in grades 3 through 8 and 11 with signed waivers allowing transportation and educational services within the school setting, were administered the BIE ELA, Math, and Science Assessments. Educators will begin instruction this year utilizing beginning of year (BOY) and end of the year (EOY) Reading and Math curriculum assessments to assess student learning. Educators will bring assessment results to their Peer Learning Communities (PLC) to evaluate and discuss student learning.

Peer Learning Communities give teachers and paraprofessionals more time to review and evaluate data to identify student's needs, behaviors, plan interventions, and share valuable information needed to prepare for upcoming classes. Peer Learning Communities analyze course-level learning outcomes to ensure curriculum is appropriately scaffold for student learning. Through PLC groups, staff are able to identify students who have developed a pattern transferring school to school based on open enrollment. The school collaborates with area schools to match curriculum and school breaks to hold those at-risk students accountable for transitioning in and out of school.

Implementing an early alert system helps to identify at-risk students. To gain insight and create a proactive approach, the school analyzes data from grades to attendance and formally assesses non-cognitive factors early in the year to help predict how resilient students will be when adjusting to the demands of an educational environment whether virtual, blended, or face-to-face.

Tiospaye Topa School provides counseling services face-to-face and virtually through teleconference or Google Meet. Monitoring student's frequent visits (virtual or in person) to support services such as counseling also helps target students who need extra support. To support social and emotional needs of students, the school counselor will provide Character Guidance education in the classroom for all students K-12. Twice a month the counselor will meet with K-6 students for 30 minutes and 7-12 students for 60 minutes. Character guidance education supports the school's discipline management system known as Positive Behavioral Interventions and Supports (PBIS) system.

The school counselor also teaches Transition class to prepare high school students for college and career readiness. College visits will be provided for juniors and seniors throughout the school year either virtually or face-to-face. Tiospaye Topa School is partnering with University of South Dakota's TRIO Educational Talent Search (TRIO TS). Talent Search exists to help students succeed in junior high and high school and enroll in a technical school, college or university. The TRIO TS program is open to all students who pass their classes and have the desire to keep on learning. Furthermore, low-income TRIO students can get their college application fee waived, TRIO Programs cover junior high through college graduate school, and Talent Search offers Upward Bound for junior high and high school students.

TRIO helps students:

- Discover and explore different careers options.
- Complete admission applications, financial aid applications and scholarship applications.
- Register and prepare for the ACT, and for low-income students pay for additional tests.
- Participate in campus visits.
- Work on adult life skills like financial literacy (credit cards, bank accounts, budgeting), etc.
- Discover learning styles, interests and strength and learn how to capitalize on those in preparation of a future career.
- Work on goal setting and decision-making skills.
- TS pays for dual credit classes for low-income kids.
- TS provides tutoring and works with peer tutors.

For children age 3-5, they have the opportunity to attend Cheyenne River Headstart in the surrounding communities/district on the Cheyenne River Sioux Reservation. Kindergarten Orientation/Screening will be offered at the beginning of the school year. Students and parents/guardians will have the opportunity to visit the school, participate in Kindergarten screening, meet their teacher, and enroll their child. The goal this year is to provide Kindergarten Orientation to Headstart students at the end of the school year. Students will meet the Kindergarten teacher and staff, tour the school, and see what their day may look like as a Kindergarten. Tiospaye Topa School will collaborate with the CRST Headstart Program to assist in Child Find prior to the new school year.

Tiospaye Topa School takes the necessary steps to ensure students are in the least restrictive environment to have the optimal chance to be successful. The school continues to build and develop our own staff, so we may provide student services independently and promote positive student outcomes.

In accordance with the SMART goals, TTS continues to provide meaningful professional development to meet students' academic and non-academic needs and enhance teacher effectiveness. Professional development for school year 2021-22 includes FERPA, Suicide Prevention, Sexual Harassment, SCAN, Cultural Awareness, First Aid CPR/AED Training, Math and Literacy Workshops, Google Classroom, Discovery Education Math digital curriculum, SAVASS Language Arts digital curriculum (7-12 Educators), Lexia, and NWEA MAPS Data Analysis. Intensive on-site/virtual professional development training from Engage Learning consultants will focus on student-centered instructional strategies and student engagement. Training, modeling, and coaching will be delivered for all teachers

and educational assistants. Providing more effective teaching strategies and methods will positively affect student outcomes.

Tiospaye Topa School will teach and assist students and communities in the learning and preservation of the traditional values of the Lakota. This includes, but is not limited to, language, culture, traditional and modern forms of Tribal governments, and political structure and processes. Students in grades K-12 will take Lakota Language/History and Culture classes in accordance with Ordinance 66 of the Cheyenne River Sioux Tribe. K-6 students are provided a minimum of one class period per day of instruction in Lakota Language, history, and culture with an emphasis on conversational use of the language, Lakota stories, music, and dance. 7-12 students are provided a minimum of one class per day of instruction in history and culture and Lakota Language. 7th and 8th grade continue to emphasize on conversational use of Lakota Language. 9th and 10th grade emphasize instruction in Lakota grammar and reading of Lakota or Dakota texts. 11th and 12th grade emphasize instruction in writing in Lakota Language and reading of Lakota or Dakota texts.

The Lakota Language/History and Culture program brings together all stakeholders to actively participate in the integration of culture and language into school. The program organizes the annual Tiospaye Topa School Wacipi (Pow Wow), Akicita (Soldier) Veteran's Day Honoring, Hand Games Tournament, Lakota Christmas Program, and Native American Week. Students and staff acknowledge and sing the Lakota Flag Song every morning before the school day begins. Students and staff engage in daily greetings and learn to write the Lakota Language with the support of our Lakota Language instructors, the Lakota Language Consortium Dictionary App, and the Lakota keyboard app. Next year, each classroom will be provided a hard copy of the Lakota Language Consortium Dictionary. The Wowapi Tipi, Library, provides a wide array of books in its Native American section. The Library supports lifelong learning to meet the informational, educational, cultural, and recreational needs and interests of the school and community members.

Parents, guardians, grandparents, and all community members will be encouraged to actively participate in the school's educational process through regular, two-way, and meaningful communication involving student academic learning. Parents will be given opportunities throughout the school year to be actively involved in their child's education whether virtual, blended, or face-to-face. The Title I Parent Involvement and Family Engagement coordinators will provide informational nights related to test scores, attendance, Parent Portal to Infinite Campus, Reading and Math Night, Technology, and the CNA/SMART Goals/Schoolwide Program Plan. Parent/student education activities combined with our 21st Century Program support seasonal/holiday activities, and language/culture activities.

The 21st Century Community Learners Centers Grant funds the After School Program and summer school. This program will provide academic enrichment and learning strategies to help our students improve in all content areas especially focusing on areas of Reading and Math. The 21st Century Program supports the overall efforts of all academic areas throughout the building. It enhances the opportunities for students to participate in educational, social, recreational, wellness, and cultural activities in a hands-on learning environment to be college, career, and citizenship ready. It will also establish school, parent, and community collaboration.

Coordination and Integration

INFORMATION TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

1	Title I, Part A [1]	
2	Title I, Part A, 1003(a) Comprehensive Support and Improvement [2]	Tiospaye Topa School will use these funds to promote positive student-teacher ratios in all classes. Direct instruction, supplies, equipment, and curriculum will be supported with these dollars. Parent Involvement and homeless will be used to partially support with Title I.
3	Title II, Part A [3]	Tiospaye Topa School will use these funds to help support staff professional development in the areas needed in conjunction with data. Professional development will include math and literacy training, technology usage, instructional strategies and student engagement, etc.
4	Title IV, Part A: Student Support and Academic Achievement [4]	Counseling Services
5	Title IV, Part B: 21st Century Community Learning Centers [5]	After School Program and Summer School Program
6	Title V, Part B: Rural and Low-Income Schools [6]	Student assemblies to support current and relevant issues arising on Cheyenne River Reservation.
7	Title VII, Part B – McKinney-Vento Homeless Assistance Act [7]	
8	Striving Readers Comprehensive Literacy Grant [8]	