Tiospaye Topa School

Bureau of Indian Education Needs Assessment and SMART Goals (SY21-22)

The Comprehensive Needs Assessment helps Tiospaye Topa School successfully identify, understand, and better address educational strengths and needs. The Native Star Leadership Team is comprised of administration, instructional team leaders, a Lakota Language and Cultural leader, counselor, Special Education Director, Network Administrator, community member, and a parent. The team meets by-weekly either virtually or face-to-face. The Native Star (NS) Leadership team and stakeholders examine the gap between the current state and the desired state of the school, to help identify factors that attribute to the gaps. Stakeholder input and feedback has been provided through virtual public forums, online/paper surveys, and interviews conducted by Tiospaye Topa School. 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. In the process, all students will have access to high quality instruction and interventions tailored to their needs. Students will be engaged and on task. Tiospaye Topa School will use best learning practices. Progress monitoring will be conducted through frequent and repeated collection and analysis of student performance data. Instructional teams, also known as Peer Learning Communities (PLC), will use data to identify student's needs, regularly meet to plan interventions and curriculum to help meet student's needs and improve student outcomes.

The school used the BIE's Needs Assessment Guidebook to lead the school in a successful assessment of the school's priorities and areas for improvement. We followed the phases of planning to conduct the needs assessment to the best of our ability during this pandemic. Based on the results the school determined the following outcomes:

Based on the student achievement data collected from the 2019-2020 school year and limited data from the 2020-2021 school year due to COVID-19, Tiospaye Topa School needs to continue to address the areas of reading and math and examine why our efforts (RTI, selected curriculums, and teaching strategies) with regular and Special Education students are not producing results in student achievement (SMART Goals). Data, surveys, and observations indicate there is a need to concentrate on student growth in reading and math, chronic absenteeism, bullying prevention, and teacher effectiveness in Charlotte Danielson's Domain 4: Professional Responsibilities.

The School Leadership Team took the priorities that were identified in Phase 4 and created actionable SMART Goals that formed the Schoolwide Program Plan. Based on the SMART Goals, strategies and interventions were selected for implementation and those efforts will be evaluated and monitored for effectiveness to keep a continuous improvement cycle on-going. The team will meet throughout the 2021-22 school year to ensure the plan is implemented and make any adjustments needed to reach our goals.

SMART Goal 1

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.

Subject: Reading

Student Group: All Students

Criterion: Other – Student Growth Gain

Grade Levels: K-12

Achievement of typical growth is evaluated by a comparison of Fall 2021 and the Spring 2022 NWEA scores in Reading. The Testing Coordinator, Jean Smith, will monitor the NWEA scores and the Native Star Leadership Team will monitor the SMART Goals.

SMART Goal 2

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.

Subject: Math

Student Group: All Students

Criterion: Other – Student Growth Gain

Grade Levels: K-12

Achievement of typical growth is evaluated by a comparison of Fall 2021 and the Spring 2022 NWEA scores in Reading. The Testing Coordinator, Jean Smith, will monitor the NWEA scores and the Native Star Leadership Team will monitor the SMART Goals.

SMART Goal 3

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.

Subject: Chronic Absenteeism

Student Group: All Students

Criterion: Average Daily Attendance Rate

Daily attendance is taken every day by the teacher throughout the school year. The attendance clerk will work with the part-time attendance monitor to track student's daily attendance. Whether virtual, hybrid, or face-to-face, teachers, paras, and administration will contact students and parents. The attendance clerk will tabulate and share attendance reports with the Native Star Leadership Team. The Native Star Leadership Team will monitor the SMART Goals.

Tiospaye Topa School provides each child the opportunity to advance educationally, and that means making sure they come to school or attend virtual, hybrid, or face-to-face

classroom sessions regularly. Regular attendance is vital to every student's academic success.

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

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.

Subject: Bullying

Student Group: All Students

Criterion: Student CNA Survey Responses – "I feel protected from bullies at school."

The 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 be evaluated by a comparison of SY 2020-21 CNA Student Feedback Survey. The Native Star Leadership Team will monitor the SMART Goals.

SMART Goal 5

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.

Subject: Teacher Effectiveness

Student Group: All Students

Criterion: Charlotte Danielson's Framework Domain 4: Professional Responsibilities

To measure teacher effectiveness in Charlotte Danielson's Framework, Domain 4: Professional Responsibilities, administration will observe and evaluate teacher's professional growth using the formal observation form and summative evaluation form. The Native Star Leadership Team will monitor the SMART Goals.