

May 2026

Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools

School:

Knollwood Heights Elementary

Building Principal:

Sarah Gross

Select One:

- ☐ Initial plan for new schoolwide program
- ☒ Revised Plan for a school currently operating an approved schoolwide program

SD DOE State Title I Representative

Date Completed:

5/7/26

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:

To focus on both Tier 1 and Teir 2 Instruction, as well as build a positive, safe, school environment, the following budget implications are necessary.

Tier 1 and Teir 2 Instruction:

Engagement and behavior Learning Structures materials and trainings, PLC professional development opportunities and trainings, Rtl, and special education professional development opportunities, online reading and math supplements K-5, Successmaker, materials for teachers to guide them with specific, explicit, and targeted math instruction, supplies for classroom teachers such as 100's charts, math manipulatives, decodable readers, technology equipment (for example mice and headphones), and general classroom supplies.

Positive School Community: Positive postcards with our Might Knight logo to send as positive contacts with families, students and staff. Conscious Discipline materials and supports, supplies and food for evening and daytime family engagement activities, cultural activities (for examples a hoop dancer), SEL supports and training opportunities as well as SEL materials for classrooms and the Care Room. Regarding communication, Dojo will be used to support ongoing communication between school and home. Family engagement materials and supplies to encourage family partnerships and relationships.

Staffing: Literacy Specialist (Tier 2 Intervention Time), Student Success Facilitator (attendance and family engagement), assistant principal to support instructional leadership and support students who struggle with behavior, Dean of Students to help with student regulation and behaviors, Lakota Language Teacher to enhance connection to our local community and student's culture, Junior Kindergarten para educator to support smaller class size and social emotional development.

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:

In the fall of 2025 Knollwood was designated as a Targeted School Improvement school from the South Dakota Department of Education (DOE). For this designation, a small team from Knollwood Heights worked with state representatives to complete a comprehensive needs assessment. Parents, teachers, paras and students all took surveys created by the DOE. Later in the year, the district asked families, students, and staff to take a separate survey by Huron Studer Consulting.

Achievement data from NWEA MAP test, Acadience, and Cambium was looked at.

The surveys represent a powerful source of feedback for educators and school leadership. All perception data was collected and presented to the school’s bigger leadership team and the staff at a staff meeting.

Interviews were conducted by state representatives. The data collected provided opportunity for teachers, administrators, students and families to provide input towards the continuous improvement that a CNA can provide.

Description/Demographics (2025-2026)

Ethnicity/Race	Number of Students	Percentage
Hispanic/Latino	36	10.62
White	61	17.99
Two or more races	51	15.04
Black or African American	4	1.18
American Indian or Alaska Native	185	54.57

Native Hawaiian or Other Pacific Islander	0	0.00
Asian	2	0.59

Enrollment	Number of Students	Percentage
English Language Learners (ELL)	2	0.59
Free and Reduced Lunch	312	92.04
Special Education	89	26.25

Student Academic Performance Data- Reading

SD Assessment 3-5 Reading

Historical READING SD Assessment Percent Proficient (Level 3 & 4) – ALL students

	Spring 2023			Spring 2024			Spring 2025			Spring 2026		
	School	District	State	School	District	State	School	District	State	School	District	State
3	28%	36%	46%	21%	35%	47%	26%	33%	45%	10%	35%	44%
4	9%	43%	48%	17%	37%	47%	10%	36%	49%	16%	38%	48%
5	28%	40%	49%	13%	46%	50%	20%	42%	50%	23%	41%	51%

Acadience K-1 Reading

School & District Historical READING Performance – K-1 Acadience Percent at or Above Benchmark

	Spring 2023			Spring 2024			Spring 2025			Spring 2026			Goal 2026
	Sch	Sch	Dist	Sch	Sch	Dist	Sch	Sch	Dist	Sch	Sch	Dist	Dist
K	25%	20.5%	55%	7%	14%	54%	15%	23%	52%	17%	22.5%	57%	51.5%
1	16%		45%	21%		47%	31%		47%	28%		50%	

*Note: Acadience data may fluctuate slightly in the current year since rosters are uploaded nightly

School-Level Historical READING Performance – K-1 Acadience – Percent At or Above Benchmark

	2022-2023			2023-2024			2024-2025			2025-2026		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	11%	20%	25%	19%	9%	7%	22%	18%	15%	18%	16%	17%
1	16%	15%	16%	22%	22%	21%	7%	22%	31%	12%	17%	28%

NWEA MAP 2-5 Reading

Historical READING Performance – 2-5 MAP Achievement Percentiles

(2025 Norms were applied to Spring 2025 and forward. For this reason, we have removed previous years from the comparison.)

	Spring 2025			Spring 2026			Goal 2026
	Sch	Sch	Dist	Sch	Sch	Dist	Dist
2	30th	32nd	48th	26th	26th	62nd	51st
3	31st		50th	20th		51st	
4	41st		50th	26th		49th	
5	22nd		51st	31st		47th	

MAP Projected Growth Percentages					
2023-2024			2024-2025		2025-2026
Reading			Reading		Reading
MOY		60%	MOY		48%
EOY		56%	EOY		

School-Level Historical READING Performance – 2-5 MAP Achievement Percentiles

	2024-2025	2025-2026
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	Fall	Winter	Spring	Fall	Winter	Spring
2	26th	28th	30th	30th	35th	26th
3	29th	34th	31st	22nd	21st	20th
4	32nd	40th	41st	31st	30th	26th
5	36th	25th	22nd	38th	37th	31st

Student Academic Performance Data- Math

Historical MATH SD Assessment Percent Proficient (Level 3 & 4) –ALL students

	Spring 2023			Spring 2024			Spring 2025			Spring 2026		
	School	District	State	School	District	State	School	District	State	School	District	State
3	25%	38%	51%	20%	40%	54%	26%	36%	51%	16%	38%	52%
4	4%	42%	48%	15%	38%	48%	18%	37%	49%	14%	36%	49%
5	19%	33%	39%	4%	37%	41%	6%	31%	41%	16%	30%	43%

Acadience K-1 Math

School & District Historical MATH Performance – K-1 Acadience Percent at or Above Benchmark

	Spring 2023			Spring 2024			Spring 2025			Spring 2026			Goal 2026
	Sch	Sch	Dist	Sch	Sch	Dist	Sch	Sch	Dist	Sch	Sch	Dist	Dist
K	27%	28.5	51%	13%	23.5	53%	27%	31%	52%	37%	45%	57%	57%
1	30%		46%	34%		55%	35%		51%	53%		54%	

*Note: Acadience data may fluctuate slightly in the current year since rosters are uploaded nightly

2026 School-Level MATH Acadience Percent Proficient at or above benchmark by Demographics

	ALL students	White	Native American	Hispanic	Black	2+ Races	FRLunch	SPED
K	41%	80%	26%	50%	NA	50%	31%	17%
1	52%	64%	47%	100%	100%	43%	41%	60%

School-Level Historical MATH Performance – K-1 Acadience – Percent At or Above Benchmark

	2022-2023			2023-2024			2024-2025			2025-2026		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	15%	25%	27%	33%	20%	13%	27%	25%	27%	33%	41%	37%
1	23%	25%	30%	25%	28%	34%	27%	30%	35%	22%	52%	53%

NWEA MAP 2-5 MATH

School & District Historical MATH Performance – 2-5 MAP Median Achievement Percentiles

(2025 Norms were applied to Spring 2025 and forward. Additionally, the new EISA version of the MAP math test significantly changed the norms when comparing versions of the test longitudinally. For this reason, we have removed previous years from the comparison, but added in all three terms for this school year.)

	Fall 2025			Winter 2025*			Spring 2026			Goal 2026
	Sch	Sch	Dist	Sch	Sch	Dist	Sch	Sch	Dist	Dist
2	31st	32nd	53rd	47th	37th	60th	38th	31st	62nd	53rd
3	30th		47th	38th		54th	31st		51st	
4	33rd		47th	37th		49th	28th		49th	
5	34th		46th	29th		47th	31st		47th	

2026 School-Level MATH MAP Achievement Percentiles by Demographics

	ALL students	White	Native American	Hispanic	Black	2+ Races	FRL	SPED
2	47th	50th-65th	35th-50th	35th-50th	65th-85th	35th-50th	35th-50th	15th-35th
3	38th	35th-50th	35th-50th	50th-65th	NA	35th-50th	35th-50th	5th-15th
4	37th	35th-50th	35th-50th	35th-50th	NA	15th-35th	35th-50th	15th-35th
5	29th	35th-50th	15th-35th	50th-65th	35th-50th	15th-35th	15th-35th	35th-50th

MAP Projected Growth Percentages

2023-2024	2024-2025	2025-2026
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Math		Math		Math	
MOY	49%	MOY	46%	MOY	60%
EOY	40%	EOY	33%	EOY	

Student Behavior Data

School-Level Historical Behavior Data

% of students with....	2022-2023	2023-2024	2024-2025	2025-2026
0-1 Major Referrals	244	261	279	279
2-5 Major Referrals	57	43	48	39
6+ Major Referrals	58	58	44	21

2026 School-Level Major Referrals by Demographics

	ALL students	White	Native American	Hispanic	Black	2+ Races	FRL	SPED
K	9 of 38	1	7	0	0	1	N/A	4
1	10 of 52	0	8	2	0	1	N/A	3
2	16 of 53	4	9	3	0	3	N/A	6
3	14 of 57	3	6	1	0	5	N/A	1
4	27 of 70	8	15	1	0	4	N/A	9
5	15 of 69	3	9	3	1	2	N/A	6

Attendance Data

School-Level Historical Attendance Data

	Grade/ Total students	Kinder	1st	2nd	3rd	4th	5th	Total
22-23	Number	62	73	54	54	55	53	351
	Percent	67.74	60.28	51.86	70.37	73.36	66.04	64.67
23-24	Number	53	64	82	61	47	55	362

	Percent	65.77	65.63	60.98	60.66	59.57	69.09	63.54
24-25	Number	59	50	54	73	69	57	362
	Percent	61.01	74.00	70.37	79.46	62.32	64.91	68.79
25-26	Number	39	54	55	51	76	64	339
	Percent	66.67	72.23	63.63	72.55	68.42	59.38	66.96

Student Survey Results

Question 16: I like going to my school each day.

Spring 2024		Spring 2025		Spring 2026	
Sch	Dist	Sch	Dist	Sch	Dist
0.0%	15.74%	21.74%	21.84%	29.57%	18%

Question 17: I feel like I belong at school.

Spring 2024		Spring 2025		Spring 2026	
Sch	Dist	Sch	Dist	Sch	Dist
38.89%	19.37%	26.09%	26.48%	37.39%	21.77%

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:

As noted in Component 1, the following goals have been determined by the Building Leadership Team. More detail has been provided for the action steps that will be put in place to meet the noted goals.

GOALS:

Reading Goal

Year goal: In one year, proficiency on the South Dakota Assessment or Acadience will increase 10% from the previous grade.

2-month goal: Every grade level will have at least 5 students move at least one skill level each cycle on the Reading Continuum/Progression (PA-Enrichment).

Math Goal

Year goal: In one year, proficiency on the South Dakota Assessment or Acadience will increase 10% from the previous grade.

2-month goal: Every grade level will have at least 5 students move at least one skill level each cycle on the Math Continuum (Level 0-Enrichment).

Non-Academic Goal

Knollwood will have a positive culture & climate view by 90% of staff, community, and families as measured by a school survey.

Attendance Goal: 92 percent daily attendance on average.

Reform Strategies:

Reading:

- 1) **Create a Junior Kindergarten from a current Kindergarten section**
- 2) **Engagement Strategies** - monitored through walk through data
- 3) **Intergrade Level Partner/Mentor Observation** - monthly meeting & semester observation
- 4) **Technology Supports:** Utilize Savaas Success Maker during WIN when students are not meeting in a small group.
- 5) **Targeted Phonemic Awareness, Phonics, and Fluency Instruction (15-Minute Daily Focus):** All classroom teachers will dedicate 15 minutes daily to phonemic awareness, phonics, and/or fluency instruction.
 - i) Apply strategies from AIMS Pathways Training.
- 6) **Continue Reading WIN:** Continue small group instruction for What I Need progression through
 - (1) Utilize UFLI for Tier 2 Students
 - (2) Teach staff how to utilize WIN Materials/Folders
- 7) **Collaborative Planning & Professional Development**
 1. Teams conduct weekly PLC meet with Admin Support

Math:

1. **Create a Junior Kindergarten from a current Kindergarten section**
2. **Engagement Strategies** monitored through walk through
3. **Intergrade Level Partner/Mentor Observation** - monthly meeting & semester observation
4. **Technology Supports:** Utilize the following supports during WIN when students are not meeting in a small group:
 - a. Happy Numbers (K-2, possibly 3rd)
 - b. IXL (3-5)
5. **Targeted Math Focus (15-Minute Daily Focus):** All classroom teachers will dedicate 15 minutes daily to additional practice on one or more of the following depending on student needs (in addition to daily math lesson)
 - a. Foundational Math Skills
 - b. Fluency in add/sub/mult/div
 - c. Story Problems (including finding the mistake)
 - d. Multi-digit add/sub/mult/div
6. **Continue Math WIN:** Continue for all grades divided into these grade bands: Kinder; 1st grade; 2-3rd grade; 4th-5th grade
- 7.
7. **Collaborative Planning & Professional Development**
 1. Teams conduct weekly PLC with Admin Support

Culture:

1. **Behavior Academies:** implement two behavior academies to teach students the behaviors they are struggling with on Tier 2 and 3
2. **Trauma Informed Training at the start of the year**
3. **Monthly Behavior Data Chats w/dean of students**
4. **Positive postcards sent home-**To staff, students, and families (at least 3 per week to students)
5. **Refocus Room (within the CARE Room)**
6. **Conscious Discipline & Restorative Practices Focus** - monitored through staff created walk through
 - a. Greetings/Goodbyes, Brain Smart Start, Noticing Statements, Problem-Solving Circles, Time Machine, Safe Place
 - b. Curriculum Based Supports:
 - i. **Kindergarten:** Feeling Buddies
 - ii. **1st Grade:** Spots Curriculum
 - iii. K-5 Students on Tier 2 & 3 for behavior: Behavioral Academies
7. **Ongoing Communication (Staff and Families)**
 - a. Facebook, Dialers, Dojo, Monthly Newsletters
 - b. Weekly staff updates (weekly happenings)
 - c. Open and often communication with families (staff maintain communication log)
8. **School Engagement Activities/Opportunities:**
 1. Family Nights (Turkey Bingo, Culture Night, Suess-a-palooza, Open House, etc.) &
 2. Daytime activities (Steam-o-Ween, Christmas Program, Writing Celebration, Field Day w/Family Picnic)
9. **School Spirit and Incentives**
 - a. Monthly Assemblies with Waltman Award
 - b. Monthly Reward Recess for Positive Behavior
 - c. Monthly Attendance Celebration

d. Attendance Banquet (end of year)

Attendance:

- 1) **Emphasize importance of attendance** on announcements and with other reminders.
- 2) **MIGHTY Celebrations** for classes who have nearly perfect attendance
- 3) **Quarterly celebrations** for individuals 95% attendance or higher that quarter -inviting in families.
- 4) **Meeting with families** who are Tier 2 attendance (8-15 days absent previous year)

Additional Information:

All initiatives will have a clear focus on the effects of trauma and identifying students who may be experiencing trauma that is interfering in their ability to make progress academically and socially. We have a refocus rooms that incorporate strategies for identifying emotions and self-regulation techniques. Lakota language teachers work collaboratively with the Title VI OSEU teachers to providing inclusion strategies, vocabulary lessons, ideas for the implementation of the district-wide initiatives of promoting South Dakota's Oceti Sakowin Essential Understandings (OSEU) across the Rapid City Area School District. This teacher works with teachers in our buildings on a volunteer basis; building champions who were ready to embrace the work. By enhancing cultural experiences, our Native American students will feel more accepted, valued, and celebrated and thus feel safe to explore and engage in their academic experience.

We continue to monitor and modify Tier 1 intensive instruction as well as to plan and implement individualized interventions. Teachers differentiate within their classrooms to provide intensive Tier 1 instruction for all students. All elementary teachers will utilize and apply learning they received during the 2025-2026 school year regarding the Science of Reading (AIMS Pathways).

We will continue the AIM Pathways instructional model focuses on more direct instruction in the K-2 classrooms on phonemic awareness, phonics, phonological development, fluency, and comprehension. We continue to fine tune the workshop model across math and literacy, providing more opportunities for differentiated instruction.

When academic or behavioral concerns arise indicating a student needs a more intensive intervention than provided in Tier 1; that student is referred to the building's Response to Intervention (RTI) team. Results of individual student data is presented and shared with all members of the team and decisions are made for Tier 2 interventions which are delivered in small group settings with specialized teachers. Intervention Specialists work directly with Tier 2 and Tier 3 identified students.

The district McKinney Vento program currently services identified families. MV program provides specialized services for homeless students and their families to include transportation, school supplies/clothing, and assists with resources as an attempt to remove any barriers that may prevent students from attending school. Our identified students that are experiencing homelessness are assigned a liaison that will assist the student's families in school enrollment as well as any other academic needs. The loss of a home can be traumatic, leaving children and youth with tumultuous feelings that can impact their social and intellectual wellbeing.

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:

Reading & Math: Our WIN data charts will be utilized to track student progress throughout the year. Students changing groups, at least five per cycle (per grade), will communicate effectiveness of the cycle. MAP, SBAC, and Acadience Data will be used to measure success at specific intervals throughout the year.

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:

Academics – math and reading

1. Creating a junior kindergarten for students age ready, but not socially read for kindergarten will provide an additional year for exposure to letters and numbers before the rigors of kindergarten and school require more stamina.
2. When students are engaged, they are creating connections and pathways in their brain! So often, we don't require students to think, but only mimic. Training staff on engagement strategies will help them make learning more meaningful because students will be thinking.
3. As part of our Targeted School Improvement plan, our team wanted to enhance mentoring past the first two years. Our Intergrade Level Partner/Mentor Observation will meet monthly and complete one observation per semester. We hope to utilize our current staff to spread their skill throughout the building in a low cost, synergistic way.
4. Technology has developed extensively and while teachers work directly with small groups, students can work on Savaas's Success Maker or in math, Happy Numbers or IXL.
5. We will devote specific time (15 minutes) for both reading practice and math skill practice. This will be built into our master schedule.
6. We will continue to utilize our re-grouping time called WIN (What I Need). This has a specific progression and enables Tiered support with our interventionist and specialists.
7. Finally, we will refine our PLC time. This time is critical to effective instruction. An admin will sit in on 90 percent of meetings.

Non-Academically

- 1) We will institute 2 Behavior Academies for our Tier 2 and 3 behavior kiddos. They will focus on learning, rather than punishing.
- 2) Five or six years ago our district trained staff on Trauma Informed Practices. It is time for a refresher. We will bring in a trainer the first week back to help staff have empathy, while holding high expectations.
- 3) Our dean will meet with teams weekly to be a resource and support positive behaviors in their realm.
- 4) We will continue to make positive communications home.
- 5) Our refocus room must have greater usage this year. We will refine how it is used with all staff at the beginning of the year.

- 6) Conscious Discipline will continue to be our framework for working with students with high emotions. We will continue to re-teach and spread information with staff, beginning at the start with reminders at staff meetings and through the staff created talk through.
- 7) Communication with families and staff will continue to be a focus to enable them to understand events, dates, times and expectations.
- 8) We must continue to invite families into our school building for them to feel comfortable.

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:

Data will be gathered using the following means:

- WIN Data
- Walk-through Data
- MAP Data
- Acadience Data
- Technology supports: Lexia Data; Reading Plus Data; Happy Numbers Data; IXL Data
- Grade Level Data Cycle Data
- Studer Family Survey
- Studer Staff surveys
- Studer Student surveys
- Behavior data
- Communication Log
- Family Engagement Sign-in Sheets
- Volunteer Sign-in

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:

Strategies for at risk students in both academics and social emotional learning include:

Academics:

- WIN and Rtl focus with continual training and coaching for staff as well as differentiated opportunities for students in order to fill any gaps Knollwood students may have.
- PLC focus will provide teachers the opportunity to collaborate and make research-based decisions using student data in order to meet the needs of ALL students.
- Special Education support through district staff with knowledge in special education law, with a specific focus on both accommodations and modifications.
- Adaptive online programs to supplement direct instruction. These programs include Successmaker, IXL, Happy Numbers.
- To support our kindergarten students who may not have any organized school experiences, we will have junior kindergarten

Social Emotional:

Knollwood Staff will work toward positive relationships with students through the use of Conscious Discipline Techniques, restorative practices, and specialized support to students on Tier 2 and 3 for behavior utilizing Behavior Academies. Additional strategies implemented to support positive relationships, connections, and student regulation will include noticing statements, calming activities, connection activities, friends and family boards, etc. A refocus area (within the CARE Room) will be utilized to create a more proactive approach to in school suspension in which a paraprofessional supports a student in creating goals and action steps to

improve positive behavior.

Coaching will be provided to those who need it utilizing district supports such as the school Student Success Facilitator, Dean of Students, Assistant Principals, and our internal mentoring/observation program as well as district level supports.

In order to recognize staff, students, and families thank you cards and postcards, recognition awards, honoring ceremonies, and other recognition strategies will be used to let the Knollwood community know that they are honored and appreciated.

Families will continue to be invited to volunteer more often and attend activities that occur throughout the school day, not just in the evening. With that being said, there will still be opportunities for families to participate with staff and their students during evening events as well. We will bring in cultural activities for both families and students to either watch or participate in. These include a Lakota Language teacher for Knollwood students, Star Chief Eagle Hoop Dancer, and hand game activities. In order to provide opportunities for all students and their families to attend family events (evening and during the day), light snacks will be provided.

Finally, for students who require hands-on and kinesthetic approaches, STEAM opportunities and sensory opportunities will be provided to them. We will provide these sensory opportunities for students through our CARE Room and supports from our dean of student and our two behavioral paraprofessionals.

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:

Data will be gathered using the following means:

- WIN Data
- Walk-through Data
- MAP Data
- Acadience Data
- Technology supports: Lexia Data; Reading Plus Data; Happy Numbers Data; IXL Data
- Grade Level Data Cycle Data
- Studer Family Survey
- Studer Staff surveys
- Studer Student surveys
- Behavior data
- Communication Log
- Family Engagement Sign-in Sheets
- Volunteer Sign-in