

# WHITE RIVER SCHOOL DISTRICT

## Continuous School Improvement Plan 2024-25



White River School District 47-1

Every Student, Every Day

Board of Education Approved: February 12, 2025

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# I. Belief Statements, Mission, Vision

## Introduction

The White River School District (WRSD) is dedicated to the success of "Every Student, Every Day". The district includes White River Elementary, White River Middle School, and White River High School, located on the main school campus in White River, South Dakota. An additional elementary attendance center, Norris Elementary, is located approximately 30 miles to the south and west, in Norris, SD.

## Mission Statement

"The mission of the White River School District in partnership with its families and communities, is to create a safe, engaging, culturally aware environment that provides our students with opportunities that prepare them for success in academics, career readiness, citizenship, and leadership skills. This will be achieved through effective communication, professionalism, and mutual respect."

## Vision Statement

"Inspire, challenge, and guide our diverse community of learners to succeed."

## Core Values/Belief Statements

White River School District is a learning community where:

- Everyone is welcome and the school, parents, and communities work together as partners
- Student success is achieved through effective communication, professionalism, and mutual respect
- Student progress is achieved by holding all students, parents, and the school district accountable
- Students, staff, and families feel they can make a contribution and are valued as individuals
- We make a commitment to recognize and encourage staff and students to value and learn the history, language, and traditions of the Lakota culture and those of other cultures

# II. Needs Assessment

## Comprehensive Needs Assessment Process

White River High School conducted its comprehensive needs assessment during the 2021-2022 school year, with training and leadership provided by SD Department of Education. The process involved:

- Multiple stakeholder engagement including staff, parents, and community members
- Analysis of current academic performance data
- Review of existing programs and interventions
- Evaluation of school climate and culture
- Assessment of professional development needs
- Review of resource allocation and fiscal requirements

## Data Sources Utilized

1. Performance Data:
  - State assessment results
  - ACT scores
  - Local assessment data
  - Classroom performance measures
2. Perception Data:
  - Staff surveys
  - Parent surveys
  - Student surveys
  - Community input
3. Demographic Data:
  - Enrollment trends
  - Student subgroup data
  - Attendance patterns
  - Graduation rates

## **Key Findings and Conclusions**

1. Academic Areas:
  - Need for consistent implementation of learning targets across classrooms
  - Gaps in student achievement particularly in math and reading
  - Inconsistent use of assessment data to guide instruction
2. Professional Development Needs:
  - Training needed in culturally responsive teaching practices
  - Support required for implementing learning targets effectively
  - Need for enhanced data analysis skills
3. Student Support:
  - Attendance improvement needed
  - Enhanced parent engagement required
  - Additional support needed for at-risk students

## **III. School Profile**

### **District Overview**

White River School District serves a diverse student population in rural South Dakota. The district embraces its role as a cultural cornerstone of the community, particularly in preserving and promoting Native American heritage and traditions.

### **Current Demographics (2023-24)**

Total Enrollment: 402 students

Student Demographics:

- American Indian/Alaska Native: 80.5%
- White/Caucasian: 9.8%
- Two or More Races: 7.5%
- Hispanic/Latino: 1.0%
- Black/African American: 0.8%
- Asian: 0.3%
- Native Hawaiian/Pacific Islander: 0.3%

### Student Receiving Additional Services

- Economically Disadvantaged: 100%
- Students with Disabilities: 14.5%
- English Learners: 0%
- Foster Care: 0.7%
- Homeless: 0%
- Migrant: 0%
- Military Connected: 0%

### Performance Data

#### Academic Achievement (2023-24):

- ELA: 22% proficient (State: 51%)
- Math: 14% proficient (State: 44%)
- Science: 18% proficient (State: 43%)

#### School Quality Indicators:

- Attendance Rate: 84% (State: 91%)
- Chronic Absenteeism: 25%
- High School Completion: 81% (State: 91%)
- College/Career Readiness: 34% (State: 54%)

	2021-22	2022-23	2023-24			2021-22	2022-23	2023-24
<b>District</b>					<b>District</b>			
<b>ELA</b>	<b>29%</b>	<b>23%</b>	<b>22%</b>		<b>Attendance</b>	<b>67%</b>	<b>73%</b>	<b>84%</b>
<b>Math</b>	<b>17%</b>	<b>15%</b>	<b>14%</b>					
<b>Science</b>	<b>17%</b>	<b>24%</b>	<b>18%</b>					
<b>WREL</b>					<b>WREL</b>			
<b>ELA</b>	<b>20%</b>	<b>22%</b>	<b>23%</b>		<b>Attendance</b>	<b>62%</b>	<b>74%</b>	<b>83%</b>
<b>Math</b>	<b>18%</b>	<b>19%</b>	<b>23%</b>					
<b>Science</b>	<b>4%</b>	<b>20%</b>	<b>18%</b>					
<b>Norris</b>					<b>Norris</b>			
<b>ELA</b>	<b>0%</b>	<b>13%</b>	<b>0%</b>		<b>Attendance</b>	<b>59%</b>	<b>58%</b>	<b>85%</b>
<b>Math</b>	<b>0%</b>	<b>20%</b>	<b>7%</b>					
<b>Science</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>					
<b>MS</b>					<b>MS</b>			
<b>ELA</b>	<b>34%</b>	<b>18%</b>	<b>20%</b>		<b>Attendance</b>	<b>80%</b>	<b>81%</b>	<b>87%</b>
<b>Math</b>	<b>19%</b>	<b>14%</b>	<b>13%</b>					
<b>Science</b>	<b>19%</b>	<b>29%</b>	<b>11%</b>					
<b>HS</b>					<b>HS</b>			
<b>ELA</b>	<b>52%</b>	<b>53%</b>	<b>40%</b>		<b>OT Grad.</b>	<b>75%</b>	<b>77%</b>	<b>74%</b>
<b>Math</b>	<b>12%</b>	<b>6%</b>	<b>0%</b>		<b>HS Comp.</b>	<b>80%</b>	<b>79%</b>	<b>81%</b>
<b>Science</b>	<b>28%</b>	<b>29%</b>	<b>28%</b>					
	<b>% proficient</b>					<b>attendance</b>		

## IV. Selection of Goals

The White River School District has identified four primary goals based on our comprehensive needs assessment data, stakeholder input, and analysis of current performance metrics. These goals reflect our commitment to both academic excellence and cultural responsiveness while addressing the specific challenges faced by our diverse student population.

### Goal 1: Academic Achievement

Our primary academic goal focuses on increasing proficiency rates in both English Language Arts and Mathematics by 10% by Spring 2025. This target was selected based on current performance data showing our students performing significantly below state averages, with ELA at 23% proficient (compared to state average of 51%) and Math at 14% proficient (compared to state average of 44%).

To achieve this goal, we are implementing a three-pronged approach:

First, we will establish consistent implementation of learning targets across all classrooms. Currently, our needs assessment indicates that learning targets are being defined and utilized inconsistently, leading to gaps in student understanding and achievement. Teachers will receive specific professional development in creating and implementing clear learning targets, with regular classroom observations to ensure consistency.

Second, we will enhance our data-driven instruction practices through regular assessment cycles and dedicated analysis time. Teachers will meet monthly professional learning communities to review student performance data and adjust instructional strategies accordingly. This includes:

- Analysis of benchmark assessment results
- Review of student work samples
- Adjustment of pacing guides
- Development of intervention strategies

Third, we will implement targeted interventions for struggling students through our expanded learning support program. This includes:

- After-school tutoring weekly
- Friday academic support sessions
- Peer tutoring opportunities
- Small group instruction during designated intervention periods

## **Goal 2: School Climate and Culture**

Our second goal addresses the critical need to improve student attendance and engagement. With current attendance rates at 84% (compared to the state average of 91%) and a chronic absenteeism rate of 25%, we recognize the need for significant improvement in this area. Our objective is to increase the attendance rate to 90% and reduce chronic absenteeism by 10% by the end of the 2024-25 school year.

This goal will be achieved through a comprehensive approach that honors and integrates our community's cultural heritage while building strong school-family partnerships. Key strategies include:

Cultural Integration Enhancement: The district will expand its cultural integration efforts by:

- Enhancing the curriculum with cultural components supported by OSEU standards
- Celebrating traditional events and customs within the school calendar
- Training staff in culturally responsive teaching practices

Family Engagement Development: We will strengthen our family engagement through:

- Hosting quarterly parent teacher conference event focusing on academic improvement and parental involvement
- Home visits as needed performed by the school administration, school counselor and school liaison

- Enhanced communication through the school website and Thrillshare app
- Parent involvement opportunities focused on supporting student success

Positive Behavior Support Implementation: A new positive behavior support system will be implemented that:

- Aligns with data driven evidence
- Rewards positive attendance patterns
- Provides early intervention for attendance issues
- Engages families in attendance solution planning

### **Goal 3: Professional Growth**

Professional development emerged as a critical need in our assessment process. Our third goal focuses on increasing the effectiveness of instructional practices through targeted professional development opportunities. This goal directly supports our academic achievement targets while ensuring our staff has the tools needed to serve our unique student population.

Our professional growth initiative encompasses three main areas:

Culturally Responsive Teaching: Staff will participate in ongoing training that includes:

- Understanding poverty and its impact on learning
- Developing culturally appropriate instructional strategies
- Creating inclusive classroom environments
- Building strong relationships with families and community members

Assessment and Data Use: Teachers will develop advanced skills in:

- Analyzing student performance data
- Using benchmark data to inform instruction
- Creating effective formative assessments
- Tracking student growth over time

Learning Target Implementation: All instructional staff will receive training in:

- Creating clear, measurable learning targets
- Aligning targets with state standards
- Communicating targets effectively to students
- Assessing student mastery of targets

### **Goal 4: Student Support**

Our final goal addresses the comprehensive support needs of our students, particularly those at risk of academic failure. This goal emerged from our needs assessment data showing significant gaps in student achievement and concerns about mental health and social-emotional support.

## V. Assessments

The White River School District has developed a comprehensive assessment framework that combines multiple measures to effectively track progress toward our improvement goals. This multi-layered approach ensures we capture both quantitative and qualitative data while maintaining sensitivity to our unique cultural context.

### Academic Achievement Assessment

Our academic assessment strategy operates on three distinct levels to provide a complete picture of student progress.

At the classroom level, teachers implement daily formative assessments through:

- Exit tickets aligned with learning targets
- Regular skills checks in math and reading
- Student self-assessments
- Performance tasks that integrate cultural knowledge

These daily measures allow teachers to make immediate adjustments to instruction and provide targeted support where needed.

At the school level, we utilize quarterly benchmark assessments including:

- IXL diagnostic assessments in math and reading
- Common course assessments in core subjects
- Project-based learning opportunities

The IXL platform has been particularly effective in providing detailed progress monitoring data. Teachers review this data in their professional learning communities monthly to identify trends and adjust intervention strategies accordingly.

At the district level, we track:

- State standardized test results in ELA, Math, and Science
- ACT scores for college readiness
- Graduation rates and college/career readiness indicators
- Classroom performance and missing assignments

### School Climate and Culture Assessment

Understanding that numbers tell only part of the story, we have implemented a robust climate and culture assessment system that includes both quantitative and qualitative measures.

Quantitative Metrics:

- Daily attendance rates tracked by grade level and demographic groups
- Behavioral incident data categorized by type and location
- Participation rates in extracurricular activities
- Parent involvement statistics

Qualitative Measures:

- Twice-yearly student surveys on school belonging and engagement
- Parent feedback gathered through bi-annual surveys
- Staff observations of student engagement

## **Professional Growth Assessment**

To ensure our professional development efforts effectively support our goals, we measure impact through:

Classroom Implementation:

- Regular classroom observations using the Danielson Framework
- Peer feedback sessions
- Student learning data
- Collection and reflection on SLO data

Professional Learning Communities:

- Monthly reflection logs and notes
- Teacher self-assessments and goals
- Collaborative in-service presentations

## **Data Collection and Review Cycles**

Our assessment system operates on a clearly defined timeline and is guided by a structured District Framework (see full document - Appendix A):

The District Framework includes these monitoring components:

### **Weekly**

- Classroom formative assessments
- Attendance tracking
- Office discipline referrals
- Missing assignments

### **Monthly Reviews**

- PLC/content area team data analysis
- Department progress monitoring
- Intervention group adjustments
- Parent communication logs

### **Quarterly Deep Dives**

- Benchmark assessment analysis
- Climate survey results
- Professional development impact
- Resource allocation review

## **Annual Comprehensive Review**

- State assessment data analysis
- Program effectiveness evaluation
- Goal progress measurement
- Stakeholder feedback synthesis

## **Cultural Considerations in Assessment**

Recognizing our unique community context, we have integrated cultural considerations into our assessment framework:

- Assessments include culturally relevant content and examples
- Multiple ways of demonstrating knowledge are accepted and valued
- Family and community input is regularly sought and incorporated
- Incorporation of the OSEU standards

## **VI. Interventions/Strategies**

The White River School District has developed a comprehensive system of interventions and strategies designed to address the diverse needs of our student population while honoring our community's cultural heritage. These interventions are systematically implemented, regularly evaluated, and adjusted based on student response and achievement data.

### **Academic Support Framework**

Our academic support system operates on a multi-tiered model that provides increasingly intensive support based on student needs.

#### **Tier 1: Core Instruction Enhancement**

All students receive high-quality, culturally responsive core instruction that includes:

Our core instructional program has been strengthened through the consistent implementation of learning targets and success criteria across all classrooms. Teachers utilize a variety of instructional strategies including:

- Integration of Lakota cultural references across various content areas
- Project-based learning opportunities that connect to community issues
- Technology-enhanced instruction through our 1:1 device program
- Differentiated instruction based on ongoing formative assessment data

#### **Tier 2: Targeted Support Programs**

For students requiring additional support, we have implemented several targeted intervention programs:

##### **Learning Support Block**

- Scheduled during the regular school day

- Staffed by content specialists and cultural mentors
- Focused on specific skill development
- Progress monitored weekly through IXL and teacher assessments

**Out Of School Program - This program operates weekly and provides**

- Small group tutoring in core subjects
- Homework support with certified teachers
- Cultural enrichment activities
- Transportation to ensure accessibility

**Tier 3: Intensive Interventions**

Students requiring the most intensive support receive:

- Individual or small group instruction (1-3 students)
- Daily progress monitoring
- Regular parent communication
- Specialized support services as needed

**Behavioral and Social-Emotional Support**

Our behavioral and social-emotional support system takes a holistic approach to student well-being. Rather than focusing solely on managing behavior, we emphasize building strong relationships and understanding the context of student behaviors through our district-wide Positive Behavioral Interventions and Supports (PBIS) framework. This tiered support system is complemented by comprehensive counseling programs, including regular classroom guidance lessons delivered by our counseling team.

We've implemented targeted mental health initiatives across grade levels. Our Middle School Hope Squad program empowers peer leaders to recognize and support students in crisis, while High School students receive specialized Youth Mental Health training. Elementary and Middle School students participate in dedicated Life Skills classes that build essential social-emotional competencies and coping strategies.

School-based mental health counseling services are provided. Family engagement is woven into aspects of our school system. We recognize parents and families as essential partners in education, not just occasional visitors to the school. Our family engagement team works to break down traditional barriers between home and school, creating multiple pathways for meaningful participation in student learning. Family nights combine academic and cultural activities, creating opportunities for authentic connection and learning between school staff and families.

**Technology Integration**

Technology at White River serves as a bridge, connecting traditional knowledge with modern learning tools. Through our one-to-one device program, students have access to digital resources that enhance their learning while maintaining cultural relevance. The IXL platform has proven particularly effective in providing personalized learning paths for our students, allowing them to progress at their own pace while receiving immediate feedback. Teachers utilize these digital tools not to replace traditional teaching methods, but to enhance them, creating a blended learning environment that honors both innovation and tradition.

Digital platforms have also transformed our ability to track student progress and communicate with families. Through our online portal, parents can monitor their children's academic progress in real-time and maintain ongoing communication with teachers. We've taken careful steps to modernize technology access and communication through our White River school mobile app.

## **Evaluation and Adjustment**

Our approach to evaluating and adjusting interventions is both systematic and responsive to immediate needs. Monthly data review meetings bring together teachers, administrators, and support staff to examine multiple data points, including academic progress, attendance patterns, behavioral incidents, and family engagement metrics. However, these reviews go beyond numbers to include qualitative feedback from students, families, and community members.

The evaluation process is designed to be culturally responsive. We consult with our tribal education committee to obtain feedback. This partnership is beneficial to our school community.

Each spring, we conduct a comprehensive review of intervention strategies, examining their effectiveness. This review informs our planning for the following year, helping us allocate resources more effectively and adjust our approaches based on proven results. The process includes stakeholder feedback, ensuring that our interventions continue to evolve in ways that serve our unique school community.

Through this careful balance of structured evaluation and responsive adjustment, we maintain the flexibility to address immediate needs while staying focused on our long-term improvement goals. This approach has created a dynamic system of interventions that continues to grow and adapt with our school community.

## **VII. Staff Development**

At White River School District, professional development is viewed as an ongoing process rather than a series of isolated training sessions. Our approach integrates with contemporary educational research, focusing on student engagement and instructional strategies, creating a unique professional learning environment that supports our district's mission and vision.

### **Culturally Responsive Practices**

The foundation of our professional development program rests on building educational understanding among our staff. This training focuses on practical application in the classroom. Teachers learn to integrate best educational practices into their daily instruction, create engaging classroom environments, and build meaningful connections with families and community members. The impact of this training is evident in transformed classroom practices, strengthened student-teacher relationships, and increased family engagement.

### **Data-Driven Instructional Practice**

Our commitment to improving student achievement is supported by comprehensive training in data-driven instruction. Teachers participate in monthly data analysis conversations where they review various forms of student data and use this information to guide their instructional decisions. These sessions are practical and immediately applicable, with teachers bringing their own classroom data to analyze and develop action plans.

The elementary is guided by using in-house PLCs and the high school/middle school work together in content area teams to guide vertical alignment. Teachers learn to consider the whole child in their data analysis, looking at attendance patterns, behavioral trends, and family engagement alongside academic performance. This comprehensive approach helps ensure our interventions address root causes rather than just symptoms.

## **Learning Target Implementation**

Understanding that clear learning targets are essential for student success, we've developed an ongoing training program focused on effective learning target implementation. This initiative began with our needs assessment finding that learning targets were being used inconsistently across classrooms. In response, we've created a systematic approach to helping teachers develop, communicate, and assess clear learning targets.

The training includes periodic observations by principals, peer observation opportunities, and collaborative planning time. Teachers work together in grade-level and content-area teams to align their learning targets with state standards while ensuring cultural relevance. This collaborative approach has fostered a professional learning community where teachers share successful strategies and support each other's growth.

## **Professional Growth Structure**

Our professional development calendar is structured to provide both consistent support and flexibility to address emerging needs. The year begins with a summer in-service that sets the foundation for our annual focus areas. Bi-monthly full-day sessions provide opportunities for deep learning and collaboration, while monthly team meetings allow for ongoing support and adjustment.

A typical professional development cycle includes:

**Fall Semester Focus:** Beginning with our August in-service, teachers engage in foundational training in cultural competency and instructional strategies. September through December includes periodic observations, peer observation opportunities, and team collaboration time focused on implementing new strategies and monitoring their effectiveness.

**Winter/Spring Enhancement:** As the year progresses, professional development becomes more differentiated based on teacher and student needs. Data from the first semester informs adjustments to our training focus, ensuring we address specific challenges that have emerged. This might include additional support in particular content areas, enhanced intervention strategies, or continued exploration of cultural integration techniques.

## **Support Systems**

Recognizing that professional growth occurs through multiple channels, we've established various support systems for our staff. Regular classroom walk-throughs with constructive feedback help teachers refine their practices, while professional learning communities offer opportunities for collaborative problem-solving and shared learning.

## **Evaluation and Reflection**

The effectiveness of our professional development program is continuously monitored through multiple measures. Surveys and conversations capture teacher feedback on the relevance and applicability of training sessions. Classroom observations document the implementation of new strategies, while student achievement data helps measure the impact on learning outcomes. This evaluation process includes input from teachers,

students, and parents to ensure our professional development continues to align with community values and expectations.

## VIII. Documentation

The documentation process at White River School District serves as both a record of our journey and a tool for continuous improvement. Our approach to documentation reflects our commitment to transparency, accountability, and cultural responsiveness, while providing the evidence needed to guide our decision-making processes.

### Comprehensive Data Collection

Our documentation system begins with systematic collection of multiple forms of evidence. Each piece of data tells part of our story, from quantitative measures of student achievement to qualitative observations of cultural integration. Professional learning communities focus on student achievement, attendance data, missing assignments, and parent surveys to obtain educational “next steps.”

Periodic classroom observations provide another layer of documentation. Administrators use the state-approved observation model which captures instructional effectiveness. The resulting documentation helps identify patterns in teaching practice and guides professional development needs.

### Student Progress Monitoring

The heart of our documentation system focuses on student progress. Teachers use a combination of digital and traditional tools to track student growth throughout the year. The IXL and iReady platforms provide detailed progress reports in core academic areas, while staff-developed assessments measure growth in areas specific to their educational content. Monthly grade-level team meetings generate documentation of student interventions, family communications, and adjustment strategies.

Our attendance monitoring system has been enhanced to provide real-time attendance monitoring and parent contact opportunities to help understand family circumstances. This approach helps us identify patterns and develop more effective strategies for improving student participation. The documentation includes records of parent contacts, family meetings, and support services provided.

### Family and Community Engagement

Documentation of our family and community engagement efforts provides valuable insights into the effectiveness of our partnership strategies. We maintain detailed records of:

**Family Involvement:** Regular documentation captures the nature and frequency of family participation in school activities. This includes attendance at parent/teacher conferences, participation in parent committees, and engagement with student learning at home. The documentation emphasizes the quality of family engagement rather than just quantitative measures.



## Review and Reporting Cycles

Our documentation system operates on clearly defined cycles that align with our improvement goals:

**Monthly Review:** The leadership team conducts monthly reviews of key indicators, generating summary reports that track progress toward our improvement goals. These reports synthesize data from multiple sources and identify areas needing additional attention or resources.

**Quarterly Analysis:** More comprehensive quarterly reports provide detailed analysis of our progress, including trend data, intervention effectiveness, and resource utilization. These reports are shared with stakeholders and used to make mid-course adjustments to our improvement strategies.

**Annual Evaluation:** Our annual evaluation process culminates in a comprehensive report that documents our progress toward improvement goals, analyzes the effectiveness of our strategies, and sets the stage for the next year's planning. This report integrates multiple data sources to tell the complete story of our school improvement efforts.

## Technology Integration in Documentation

While maintaining traditional documentation methods that resonate with our community, we've also embraced technological tools that enhance our ability to collect, analyze, and share information. Our digital documentation system ensures that:

- Records are easily accessible to appropriate stakeholders
- Data can be analyzed efficiently to identify trends
- Information can be shared securely with families
- Documentation is preserved for long-term analysis

## IX. Waivers from Administrative Rule

While White River School District currently operates without any active waivers from administrative rules, we maintain a thorough understanding of the waiver process and its potential role in school improvement. This section outlines our approach to considering and managing administrative rule waivers, should they become necessary to better serve our unique student population.

### Current Status

At present, White River School District implements all state administrative rules as designed. Our programs and practices align with state requirements while incorporating culturally responsive approaches within the existing framework. We have found creative ways to meet both state requirements and community needs through careful program design and implementation.

### Waiver Consideration Process

Should circumstances arise where an administrative rule waiver might better serve our students, we have established a comprehensive review process. This process ensures that any waiver request would be thoroughly researched, carefully considered, and clearly aligned with our improvement goals.

The consideration process begins with a detailed needs assessment that examines:

- The specific challenge or barrier created by the current rule
- The potential benefits of a waiver for our students
- Alternative approaches that might achieve similar results
- The impact on student achievement and well-being
- Community perspectives and concerns

## **Documentation and Accountability**

Should any waivers be granted in the future, we have developed a framework for maintaining strict accountability and documentation. This framework would include:

**Progress Monitoring:** Regular assessment of the waiver's impact on student achievement and school operations. This monitoring would track both intended outcomes and any unintended consequences of the modification.

**Stakeholder Communication:** Ongoing dialogue with families, staff, and community members about the implementation and effectiveness of any waivers. Regular updates would ensure transparency and maintain community support.

**Annual Review:** A comprehensive annual evaluation of any waivers to determine their continued necessity and effectiveness. This review would include data analysis, stakeholder feedback, and recommendations for continuation or modification.

## **Future Considerations**

While we currently operate without waivers, we remain open to considering them as tools for improvement when appropriate. Any future waiver requests would be:

- Directly tied to student achievement goals
- Supported by evidence and data
- Developed with substantial stakeholder input
- Designed to honor cultural values and traditions

## **Regulatory Compliance**

Throughout any waiver consideration or implementation process, we maintain our commitment to:

- Meeting all state and federal education requirements
- Upholding student safety and well-being
- Maintaining high academic standards
- Preserving cultural integrity
- Ensuring equitable access to education

Our approach to administrative rules and potential waivers reflects our broader commitment to creating an educational environment that serves all students effectively while honoring our community's unique character and needs.

# Additional Title I Components

## A. Instruction by State Certified Staff

At White River School District, ensuring high-quality instruction begins with maintaining a fully qualified teaching staff. Our commitment to educational excellence is reflected in our comprehensive approach to staff certification, recruitment, and retention.

All instructional positions are filled by teachers who meet South Dakota certification requirements. Beyond basic certification, we actively support our teachers in pursuing additional endorsements and advanced degrees that enhance their ability to serve our unique student population. Our professional development program includes support for certification renewal and advancement, ensuring our teachers maintain current credentials while growing professionally.

Our recruitment strategy focuses on attracting teachers who not only meet certification requirements but also demonstrate cultural competency and a commitment to serving our community. We have developed partnerships with regional universities, particularly those with strong Native American education programs, to create a pipeline of qualified candidates. These partnerships include student teaching placements that often lead to full-time positions.

To retain our qualified staff, we provide:

- Competitive compensation packages
- Professional growth opportunities
- Cultural mentoring support
- New teacher induction program
- Leadership development pathways

## B. Parent Involvement in Education

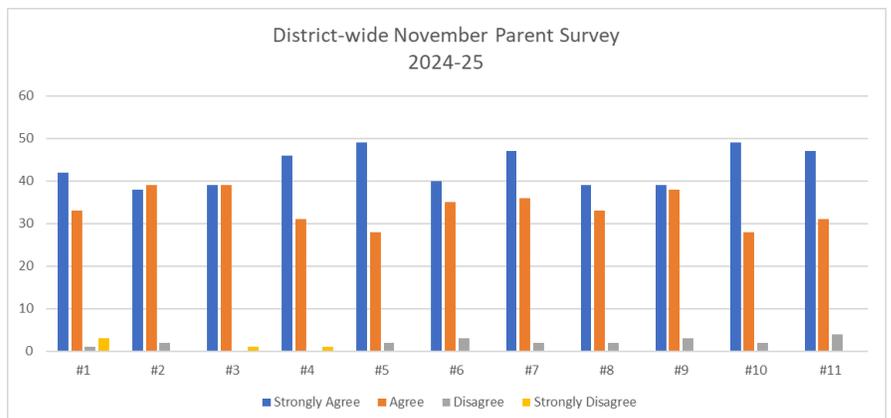
Parent and family engagement at White River goes beyond traditional involvement to create true educational partnerships. Understanding that families are children's first teachers, we have developed a comprehensive approach to family engagement that honors cultural traditions while supporting academic achievement.

Our Parent Involvement Policy was developed collaboratively with families and community members, ensuring it reflects local values and practices. The policy emphasizes:

Communication: We maintain open, two-way communication through multiple channels. All communications are provided in both English and Lakota, ensuring language is never a barrier to participation. Our communication strategies include:

Traditional Methods:

- Regular newsletters highlighting student achievements and upcoming events
- Personal phone calls from teachers sharing positive news about student progress



- Home visits that build relationships and understanding

#### Digital Platforms:

- Parent Portal access for real-time academic monitoring
- Website updates celebrating school activities
- Text messaging system for important announcements

Family Programming: Our family engagement activities blend academic support with cultural celebration.

- Academic information
- Cultural celebration events
- College and career information and planning sessions
- Student showcase presentations

### **C. Transition Plans**

Recognizing that educational transitions can be challenging for students and families, we have developed comprehensive support systems for each major transition point in a student's academic journey. Our transition plans are culturally responsive and designed to provide continuous support before, during, and after each transition.

Elementary to Middle School: The transition to middle school begins in fifth grade with a carefully planned sequence of activities:

- Student shadow days where fifth graders experience middle school classes
- Parent orientation sessions explaining middle school expectations
- Mentor pairing with older students

Middle to High School: Our eighth to ninth grade transition program emphasizes both academic preparation and personal development:

- Individual planning meetings with students and families
- Individual student learning plans
- Study skills workshops
- Transition day from 8th grade to HS

High School to Post-Secondary: Beginning in junior year, students receive comprehensive support for their post-secondary transition:

- College and career counseling
- FAFSA completion workshops
- College and Vo-tech application support
- Career readiness programming
- Dual credit opportunities

### **D. Monitoring and Support of School Improvement**

White River's monitoring and support system operates as an integrated framework designed to identify and address student needs promptly while measuring the effectiveness of our improvement strategies. This

comprehensive approach ensures that no student falls through the cracks and that our interventions remain responsive to evolving needs.

Our monitoring system begins with early identification of struggling students through multiple indicators. Daily classroom observations, weekly assessment data, and regular attendance monitoring combine to create a complete picture of student engagement and achievement. Teachers meet monthly in grade-level teams to review this data and identify students who may need additional support.

Multi-tiered Support includes:

Tier 1 Support: All students receive high-quality, culturally responsive core instruction. Regular formative assessments help teachers adjust instruction to meet diverse learning needs. Our screening process, conducted three times per year, helps identify students who may need additional support.

Tier 2 Interventions: Students requiring additional support receive targeted interventions, including: small group instruction, additional skill practice, and regular progress monitoring.

Tier 3 Support: Students needing intensive support receive individualized instruction designed to address specific learning challenges. These interventions are closely monitored and adjusted based on student response, with family input and support throughout the process.

## E. Fiscal Requirements

White River School District maintains a strategic approach to fiscal management that aligns resources with our improvement goals while ensuring compliance with all federal, state, and local requirements. Our financial planning process integrates multiple funding streams to maximize impact on student achievement.

Title I funds are strategically allocated to support:

- Additional instructional staff for targeted interventions
- Professional development focused on cultural competency and instructional effectiveness
- Family engagement activities and resources
- Supplemental instructional materials and technology
- Extended learning opportunities including after-school tutoring

The district leverages multiple funding sources to create a comprehensive support system:

Federal Funding: Title I funds are combined with other federal grants to provide comprehensive support services. We carefully document the use of these funds to ensure compliance while maximizing their impact on student achievement.



### Attendance Matters!

At White River School District our motto is *Every Student, Every Day!* Regular school attendance is crucial for student success, and by **working together, we can reach our goal of 90% attendance.** Students may only miss fifteen (15) or fewer days to reach 90%.

When students attend school regularly, they:

- **Stay on top of their studies** and avoid the stress of catching up on missed material.
- **Develop strong learning/study habits** that benefit them throughout life.
- **Engage with teachers and classmates**, fostering deeper understanding and stronger friendships.

We understand that unforeseen circumstances may arise. Please communicate with your child's school if they will be absent, and we will work together to support their learning journey. Please do not make it a habit for your child to miss school.

Together, let's make every school day count! Support **Reaching 90!**

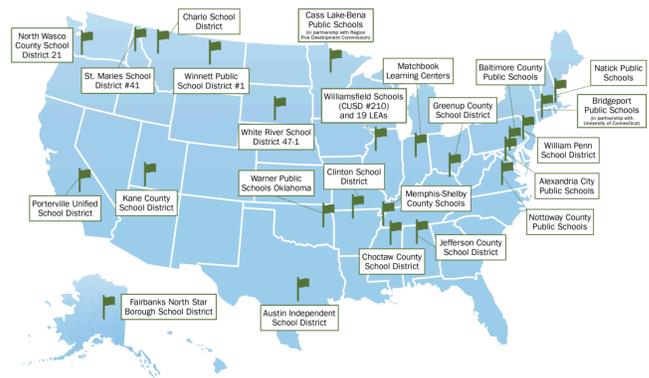
**#Reaching90**

State and Local Resources: District funds supplement federal resources to ensure program sustainability and comprehensive support for all students. This includes funding for:

- Cultural programming
- Professional development
- Technology infrastructure
- Family support services

Grant Opportunities: The district actively pursues additional grant opportunities that align with our improvement goals. Current grants support:

- Facility improvements
- STEM initiatives
- College and career readiness
- Mental health services



**2023 Renew America’s Schools Grant Awardee \$14.9 million**

Resource Allocation Process: Our budgeting process includes regular review and adjustment to ensure resources are used effectively:

Quarterly Budget Reviews: The leadership team, including representatives from all stakeholder groups, reviews budget allocations and expenditures to ensure alignment with improvement goals. These reviews include:

- Analysis of program effectiveness
- Assessment of resource utilization
- Identification of emerging needs
- Recommendations for adjustments

Annual Fiscal Planning: Each spring, we conduct a comprehensive review of resource allocation and program effectiveness. This process involves:

- Stakeholder input sessions
- Data analysis
- Program evaluation
- Budget projections

The result is a fiscally responsible plan that maximizes the impact of available resources while maintaining focus on our core mission of student success.