

# 2018-2019

**Title I Schoolwide (SW) Plan**

## District:

5-15-18

Jordan Dueis

Rapid Valley Elementary

Rapid City Area Schools

School:

Building Principal:

Cher Daniel

Select One:  Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Date Completed:

Introduction

The reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

* The plan shall be developed or revised with the involvement of:
  + Parents;
  + Other members of the community to be served;
  + Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  + The local education agency;
  + To the extent feasible, tribes and tribal organizations present in the community; and
  + If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers; School staff; and
    - If the plan relates to a secondary school, students and other individuals determined by the school;
* The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
* If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

**The narrative sections** in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Sufficient detail must be provided to ensure anyone reading the plan will understand the basic education program at the school.

Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

**The budget implication** **sections** must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

**Evidence-Based Resources** – [Click Here](#EBLinks) for links to sources that may help provide evidence-based research that may be used to support certain strategies and/or interventions.

**Special Notes:**

1. If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
2. If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
3. If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s).

**Section 1114(e)(1) & (2)**

Comprehensive Needs Assessment (CNA)

**(\*\*CNA description optional if “Revised Plan” is marked on the title page\*\*)**

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

**Evidence**: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

**Briefly describe the school's Comprehensive Needs Assessment (CNA) process.**

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| **Narrative:**  Rapid Valley participated in an intensive comprehensive needs assessment in January 2016 that included teacher, parent, and student interviews and surveys. Building wide data and instructional practices were reviewed. In the spring of 2018 qualitative input from staff was collected and a data retreat with HMH focusing on student achievement was completed. Parent input was collected during a Fall 2017 Survey and then a Spring 2018 Family Friendly Walkthrough. These multiple data points were used to assist in the development of Rapid Valley’s School Title 1 Plan. |

**Summarize the results and conclusions:**

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| **Narrative:**  In reviewing our quantitative student achievement data with SBA and grade level benchmarks Rapid Valley needs to prioritize the following areas: reading fluency and comprehension at all grade levels, as well as math number sense, concepts, and procedures with a focus on basic operations and their application. Rapid Valley needs to look at the area of writing conventions specifically applying the understanding of conventions in editing/proofreading, language, and vocabulary.  In 2016-17, Qualitative Data showed the need for higher student engagement and rigor of tasks beyond the “recall” level. During 2017-18 Rapid Valley staff have implemented the Rigor and Relevance Framework which will continue to be used to monitor the implementation of high level and engaging learning for students. |
| **Budget Implications:**       Professional learning funds will be prioritized for learning and implementation of Rigor/Relevance Framework, Authentic Performance Tasks, STEAM tasks and implementation of newly adopted Tier 1 Reading Resources. The assistant principal position will assist with Tier 1 instruction in all content areas through walk-throughs, evaluations, facilitation of professional development, and collaborating with dean and building administrator on student achievement and growth. Intervention Strategist will support work with MTSS Pilot and implementing Tier 1 reading instruction at all grade levels.  Purchase of professional services for travel and registrations may occur to assist with Tier 1 implementation and instructional strategies. Extra pay and temporary teaching may be used for teams to meet for planning and designing learning opportunities based on school improvement plan priorities. |

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.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable**.** Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards. **Include a description of how the reform strategies will be evaluated for effectiveness.**

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| **\*Narrative:**  Literacy Strategies   * Student goal setting/Monitoring Progress * Implementation and lesson design focused on the Rigor/Relevance Framework Quadrants C and D * Communication of Academic Progress to families-ongoing * Tier 2 Intervention-small group instruction for qualifying students based on RCAS District RTI benchmarks * Phase 1 of MTSS pilot-including district level coaching and support to classroom teachers   Math Strategies   * Focus on differentiation with number sense, concepts, procedures, and fact fluency * Student Goal Setting/Monitoring progress * Planning for use of math skills at Rigor/Relevance Framework quadrants C and D * Tier 2 Intervention-small group instruction for qualifying students based on RCAS District RTI benchmarks * Teacher collaboration and implementation of shared vocabulary and instructional practices with a focus on concepts and procedures (Fact Fluency)   Attendance   * Student attendance will increase from 93% to 95% as measured by the State Criteria and Skyward. * Classroom/Student Goal setting and feedback-recognition * Progress monitoring of attendance by month/trimester (Skyward reports) * Meet the Teacher, Kindergarten Camp, monthly school newsletter, and social media * Student incentives at classroom and school wide level.   PBIS   * Leadership in PBIS will meet monthly to review data and processes * A student mentoring team meets monthly to review student data and provide support to students who are struggling with behavior and socio-emotional skills   MTSS-Rapid Valley is one of 1 of 8 pilot schools participating in the RCAS SDPG Project working to develop a systematic, cohesive, collaborative, and sustainable evidence-based model for struggling readers in grades K-5.   * MTSS Framework |
| **Budget Implications (this must be reflected in the budget in the Consolidated Application):**  2.0 intervention strategist-small group instruction focused on math differentiation, extension, and intervention  2.0 Paraprofessional classroom support in the area of Literacy  Materials and Resources for families in the area of literacy, math, attendance  Extra pay and temporary teaching may be used for teams to meet for planning and designing learning opportunities based on school improvement plan priorities.  The assistant principal position will assist with implementation of goals and strategies in school improvement plan with a focus on instruction, behavior, and socio-emotional support through walk-throughs, evaluations, facilitation of professional development, and collaborating with dean, building administrator and leadership teams on student achievement and growth. |
| **Benchmark/Evaluation:**   * Student articulation of goals and progress/teacher collected documentation * Team/Grade level notes with student data and strategies provided * Classroom observations focused student work at Quadrants C and D * Monthly Grade Level TRL Flip charts * Lesson plans exhibit Quadrant C and D tasks * Parent communication-midterms or progress reports additional to report card timelines * Walk through evidence focused on Math practices * Monthly/Trimester Skyward Attendance Reports * MTSS training and support –artifacts from weekly team time and monthly building level meetings * Professional Learning artifacts/agendas |

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.

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

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| **Narrative:**  Literacy Strategies   * Student goal setting/Monitoring Progress * Implementation and lesson design focused on the Rigor Quadrants C and D * Communication of Academic Progress to families-ongoing * All students in RCAS offered opportunity to attend district wide summer school programming * Implementation of Tier 1 Adopted reading resource * Implementation of RTI process * Implementation of MTSS Framework * Focus on aligning Calkins rubric for clarity in assessing student writing samples consistently   Math Strategies   * Focus on differentiation with number sense, concepts, procedures, and fact fluency * Student Goal Setting/Monitoring progress * Planning for use of math skills at rigor quadrants C and D * All students in RCAS offered opportunity to attend district wide summer school programming * Implementation of Math Workshop * Implementation of RTI process * Implementation of MTSS Framework * Teacher collaboration and implementation of shared vocabulary and instructional practices with a focus on concepts and procedures (Fact Fluency)   Attendance   * Student attendance will increase from 93% to 95% as measured by the State Criteria and Skyward. * Classroom/Student Goal setting and feedback-recognition * Progress monitoring of attendance by month/trimester (Skyward reports) * Meet the Teacher, Kindergarten Camp, monthly school newsletter, social media to communicate importance to families * Student incentives at classroom and school wide level   PBIS  Rapid Valley Elementary utilizes the PBIS Framework for student expectations and common vocabulary for students, staff and parent. A Leadership Team in School Culture meets monthly to plan staff professional learning, review data and facilitate student learning. Within the framework Rapid Valley is studying with staff, students, and parents the “7 Habits of Highly Affective People/Children” and focusing on student voice through the “Leader in Me” text.  RCAS has prioritized a “whole child” initiative to focus efforts on understanding and appropriately addressing student behaviors as they relate to trauma (present and historical) and poverty. Professional development will be provided to assist staff with   * Book study “Help for Billy” * Woope Values * Oceti Sakowin Essential Understandings |
| **\*Budget Implications:**  2.0 Paraprofessional classroom support in the area of Literacy/Behavior  2.0 intervention strategist-small group instruction focused on math differentiation, extension, and intervention, and behavior support  The assistant principal position will assist with implementation of student supports in instruction, behavior, and socio-emotional support through walk-throughs, evaluations, facilitation of professional development, and collaborating with dean, building administrator and leadership teams on student achievement and growth.  Additional Pay prioritized for study of Rigor/Relevance Quadrants, Unit studies of adopted curriculum, planning and developing strategies and activities related to PBIS and “Whole-child” study  Materials and Resources for families in the area of literacy, math, attendance  Student academic and attendance incentives |
| **Benchmark/Evaluation:**   * Student articulation of goals and progress/teacher collected documentation * Team/Grade level notes with student data and strategies provided * Classroom observations focused on Tier 1 Implementation and student work at Quadrants C and D * Monthly Grade Level TRL Flip charts * Authentic Performance Task Units * Lesson plans exhibit Quadrant C and D tasks * Parent communication-midterms or progress reports additional to report card timelines * Number talks/Differentiated Math workshop time observed * Monthly/Trimester Skyward Attendance Reports * PBIS Data |

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 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 and, 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.

**Evidence**: Evidence-based research strategies or activities could be student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate**. Include a description of how the reform strategies will be evaluated for effectiveness.**

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| **Narrative:**  Rapid Valley works to provide a safe and welcoming learning environment that aligns with Rapid City Area School’s strategic plan and priorities.   * RCAS has prioritized a “whole child” initiative to focus efforts on understanding and appropriately addressing student behaviors as they relate to trauma (present and historical) and poverty. Professional development will be provided to assist staff with: Book study “Help for Billy”, Woope Values, Oceti Sakowin Essential Understandings * PBIS tiered system of support provides the 3 Tier behavior support including a system of incentives. * Dean of Students works with staff and families to support positive student behavior and a focus on attendance improvement. * Intervention Strategist, Dean of Students, and School Counselor work to provide mentoring groups for students in the RTI process who are needing behavior support and monitoring. * RCAS is working to develop and implement a comprehensive counseling plan; currently RV school counselor provides small group and classroom presentation support on topics and skills. * Rapid Valley works with pre-schools and daycare providers through site visits and kindergartens screening for transition of students from early childhood setting to kindergarten * Rapid Valley works with the middle school level administration to provide transition activities for outgoing 5th graders entering 6th grade. * Professional learning aligns with district offered professional services, Title funds will focus on additional pay opportunities and supplies for staff to study and increase capacity in the areas outlined in Rapid Valley’s school-wide plan |
| **Budget Implications:**  1.0 Dean of Students: Behavior support for students and staff, implementation of PBIS plan and monitoring of attendance goals.  2.0 Intervention Strategist: Focused on behavior support for students and staff  1.0 Assistant Principal will be part of administrative team that works with staff and students on PBIS implementation, professional learning, along with communicating and learning opportunities for families. |
| **Benchmark/Evaluation:**   * PBIS Team meets and reviews building discipline data * Attendance data compiled and reviewed, shared with staff and families * Monthly meetings focused on Tiers of Support for students in the area of behavior |

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