

# 2021-2022 DRAFT

**Title I Schoolwide (SW) Plan**

## District:

May 1, 2021

Jordan Dues

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 State Title I Representative

Date Completed:

**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. 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.

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

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| **Narrative:**  Rapid Valley has historically completed the following comprehensive needs assessments.  January 2020 CNA included the domains of: Effective Leadership, Curriculum and Instruction, Talent Development, and Family, Culture and Climate  Family Friendly Walk Through completed in 2018 and strategies and findings were carried over to the 2020 FACE plan.  January 2016-Comprehensive Needs Assessment using the Foundational Practices for School Improvement, these domains included: Accountability Practices, Classroom Practices, School Practices.  Rapid City Area School District will be completing a comprehensive needs assessment for all sites beginning in the Fall 2021 (See Whitnee’s language) |

**Summarize the results and conclusions:**

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| **Narrative:**  Data Points from 2020-21  Smarter Balanced Grade 3-5  3rd Math:49% Advanced/Proficient, 26% Basic, 25% Below Basic  4th Math: 41% Advanced/Proficient, 31% Basic, 27% Below Basic  5th Math: 20% Advance/Proficient, 32% Basic, 48% Below Basic  3rd ELA: 44% Advanced/Proficient, 31% Basic, 25% Below Basic  4th ELA: 44% Advanced/Proficient, 33% Basic, 23% Below Basic  5th ELA: 32% Advanced/Proficient, 26% Basic, 41% Below Basic  Acadience Reading Date-End of Year Composite Scores  Kdg-54% At or Above Benchmark  1st -30% At or Above Benchmark  2nd -57% At or Above Benchmark  3rd -50% At or Above Benchmark  4th -62% At or Above Benchmark  5th -49% At or Above Benchmark  Specific goals based on data will be developed during our Title1 Data retreat in August. General observations show a need for improved math tier 1 instruction, with a significant focus on instructional practices in 5th Grade to maintain the level the incoming cohort had. Over all RVE was on par with state results and above district results in most grade levels.  \*Given the SBA data and the Covid closure and continuing affects on student absences we will use this data to compare our cohorts to the RCAS district and state results. These will be used to set goals for teams.  We plan to use the Fall 2021 baseline data for responsive Tier 1 and Tier 2 instruction. These assessments include Acadience and NWEA MAP  Rapid Valley will continue to focus on our Tier 1/Core reading instruction and a magnified focus on Tier 1/Core math instruction. A systematic approach using formative assessment data and data cycles will continue to determine small group and instructional needs.  Rapid Valley’s status as a TSI school will carry over for the 2021-22 school year. This plan focuses on the students with disabilities subgroup.  In reviewing qualitative data from previous need’s assessment documents (5-year historical time) the following needs were noted:   * Focus on instruction in Tier 1/Core Reading and Math-Use of essential standards to plan, assess, and design engaging tasks with intentional planning in all areas of workshop components. * Professional Learning Communities: Continued collaborative work with essential learning, learning targets, setting goals, and assessing learning-especially in the area of math. * School Culture: Needs assessment findings show a positive and safe learning environment for students and staff. Continued work with staff and RCAS initiative of Conscious Discipline will continue through our Whole Child Leadership team and processes. |
| **Budget Implications:**  1.0 Assistant Principal-Provide instructional leadership on all academic and behavior goals and strategies  1.0 Dean of Students-Collaborate with administration and teams on behavior support through Whole Child/Conscious Discipline process. Monitors attendance and discipline referral data  2.5 FTE Certified Teachers to support Tier 1 Reading and Math Instruction and small group interventions at Tier 2 and Tier 3. Behavior support for student behavior RTI  1.0 FTE Paraprofessional-Support Tier 1 Reading and Math instruction and small group interventions at Tier 1 and Tier 2. Behavior support through Whole Child/Conscious Discipline  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 |

**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 you can justify this then it is reasonable and necessary.

**Provide information** on how the selected strategies will increase student achievement in underperforming subgroups, if applicable**.**

**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.

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| **Narrative:**  Literacy Strategies   * Implementation with fidelity of explicit (direct) instruction * Student goal setting and communication of student progress to families * Collaborative team time and use of PLC/Data Cycle process * Use of diagnostic and progress monitoring to review data and plan instruction * Master schedule to include allocated reading workshop time and reading intervention time * Use or RCAS priority work with Data, Alignment, and Culture and processes and PD that aligns with these components   Math Strategies   * Focus on RCAS Framework for math instruction and components of math workshiop * Student goal setting and communication of student progress to families * Master Schedule to include allocated math workshop time and math intervention * Use or RCAS priority work with Data, Alignment, and Culture and processes and PD that aligns with these components   Attendance  Due to Covid closure and student quarantines in the 2020-21 school year we will want to review attendance and our needs and goals in this area.   * Whole child team weekly meetings to discuss student concerns-including attendance * Progress monitoring of attendance by month/trimester (Skyward reports) * Meet the Teacher, Kindergarten Camp, monthly school newsletter, and social media that promote school culture   School Culture  Rapid Valley utilizes a Whole Child team that focuses on student needs and positive learning environment and school culture.   * Study and Implementation of Conscious Discipline and it’s four components: Trauma Informed Practices, Cultural Proficiency, Restorative Practices, Suicide Prevention * Whole Child Team * Conscious Discipline Team * RCAS Conscious Discipline training and support * RCAS Tiered Behavior Intervention Process   RCAS Tiered Intervention Process  Students who are not making the expected growth go through an RtI2 process. The first intervention is Core Instruction within every classroom. Teachers will focus on high quality classroom instruction. Using assessments learners who do not make adequate progress will receive a Strategic Intervention. Strategic Intervention services include direct instruction with a teacher to student ratio of 1 to 8 with a highly qualified teacher, and learners who continue to struggle will move to an Intensive Intervention with a 1 to 3 ratio. |
| **Budget Implications (this must be reflected in the budget in the Consolidated Application):**  1.0-Assistant Principal- guides, collaborates, monitors all areas along with other administrative team members  1.0 Dean of Students-Participates in Whole Child Team, collaborates with teams and teachers with behavior concerns, provides parent communication and family support  2.5 FTE-Certified Staff-support Tier 1 math and reading, plan and implement small intervention groups in academics and behavior  1.0 Paraprofessional- support Tier 1 math and reading, plan and implement small intervention groups in academics and behavior  Extra pay may be used for professional learning and study by staff on understanding and improving Tier 1 instruction and differentiating in Tier 2, with extra focus on the area of mathematics |
| **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 and Tier 2 instruction * 4-6 week cycles PLC and Data Teams work (plan, instruct, assess, next steps) * Parent communication-midterms or progress reports additional to report card timelines * Instructional Walk Throughs * Monthly/Trimester Skyward Attendance Reports * SBA For grades 3-5, Acadience, NWEA Map student and grade level results |

**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 you can justify this then it is reasonable and necessary.

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

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| **Narrative:**  Literacy Strategies   * Explicit Instruction for Tier 1 * Student goal setting and monitoring progress as an instructional strategy * Data analysis and collaborative planning time for Tier 1 and Tier 2 Instruction * Master schedule that provides all grades with reading workshop and Tier 2 Win time * RTI intervention screening, process and small group intervention   Math Strategies   * Explicit Instruction for Tier 1 * Differentiation for small groups in Tier 1 and Tier 2 * Data analysis and collaborative planning time for Tier 1 and Tier 2 Instruction * Student Goal Setting and monitoring progress as an instructional strategy * Implementation of Math Workshop components and Tier 1 and Tier 2 scheduled blocks in master schedule   Attendance/SEL Behavior   * Attendance data will be reviewed * 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   Conscious Discipline/Whole Child  The Whole Child team will meet weekly to collect data and discuss student needs and progress. A Conscious Discipline team will work to provide professional development to staff.  Rapid Valley Elementary will utilize the services of RCAS FACE Coordinator and Whole Child Coordinator. Collaboration with these coordinators will focus on:   * Whole Child Professional Development and Resources * Family Engagement Opportunities (4 events) * Topics for events and family learning will include: Suicide Prevention/Mental health, Cultural Diversity, Helping students in their learning (Kindergarten Camp), STEAM Evening. These opportunities may be on site or virtual depending on best learning platform |
| **Budget Implications:**  1.0-Assistant Principal- guides, collaborates, monitors all areas along with other administrative team members  1.0 Dean of Students-Participates in Whole Child Team, collaborates with teams and teachers with behavior concerns, provides parent communication and family support  2.5 FTE-Certified Staff-support Tier 1 math and reading, plan and implement small intervention groups in academics and behavior  1.0 Paraprofessional- support Tier 1 math and reading, plan and implement small intervention groups in academics and behavior  Extra pay may be used for professional learning and study by staff on understanding and improving Tier 1 instruction and differentiating in Tier 2, with extra focus on the area of mathematics  Extra pay may be used for family learning nights and planning of family engagement activities  Title 1 Family Engagement funds may be used for resources for families and onsite learning activities. |
| **Benchmark/Evaluation:**   * District Benchmark data and PLC common formative assessments and data cycles * Whole Child Progress Monitoring and Student Data each semester * Whole Child Weekly meetings focused on tiers and strategies of support * Attendance data compiled and shared with staff, students, families * Qualitative surveys |

**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 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.

**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 understanding Conscious Discipline and its 4 components * Dean of Students works with staff and families to support positive student behavior and a focus on attendance improvement. * Whole Child team including administrative team, school counselor and other staff work to provide mentoring and explicit skill groups for students in the RTI process who are needing behavior support and monitoring. * Rapid Valley partner with Behavior Management Systems to provide counseling services to students in a more one on one basis * 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 Assistant Principal-assist with planning, implementing, and monitoring all components in Title 1 plan  1.0 Dean of Students: Behavior support for students and staff, implementation of Conscious Discipline and monitoring of attendance goals.  2.5 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, professional learning, along with communicating and learning opportunities for families |
| **Benchmark/Evaluation:**   * Whole Child Progress Monitoring and Student Data each semester * Whole Child Weekly meetings focused on tiers and strategies of support * Attendance data compiled and shared with staff, students, families |

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