

# *2022-2023*

**Title I Schoolwide (SW) Plan**

## District:

5-20-2022

Betsy Chapman, Title 1 Schoolwide

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:

**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: The following funds are allocated and align and support Rapid Valley’s Schoolwide plan,

1. FTE Assistant Principal: Provides instructional leadership on all academic and behavior goals and strategies
2. FTE Certified teachers to support Tier 2 differentiation and instruction including small group instruction in reading, math and behavior. This FTE support aligns with RCAS RTI processes and guidelines along with RVE whole child team and strategies

.5 FTE Certified teacher to support Tier 1 and Tier 2 Literacy with small group instruction

1. paraprofessional-support Tier 1 reading and math and small group interventions-focus on behavior support through Whole Child team and strategies

* Purchase of professional services for onsite or virtual training to assist with professional development focused on professional learning communities and collective teacher/team efficacy.
* Purchase of registration and travel services for staff to attend onsite professional development may be utilized
* Extra pay and temporary teaching maybe used for teams to meet for instructional planning and learning opportunities.
* Extra pay for planning and implementing of family engagement and learning activities

**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.

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| **Describe the school’s Comprehensive Needs Assessment (CNA) process.** |
| **Narrative:** To guide the work of the district's strategic plan, all 23 schools of the district during the 2021-2022 School Year participated in a Comprehensive Needs Assessment (CNA).  This CNA was conducted by ICLE will provide the foundation of information as to the district's future vision, goals, and provide data on areas of success and areas of improvement needed to drive student success outcomes. |
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| **Summarize the results and conclusions:** |
| **Narrative:** ICLE’s Comprehensive Need Report focused on the following indicators: Teaching, Instructional Leadership, and Organizational Leadership. The overall ratings in these areas (Beginning, Emerging, Developed, Well Developed) are used based on stakeholder input, surveys, and classroom observations. Rapid Valley received the following ratings:  Teaching-Emerging  Instructional Leadership-Emerging  Organizational Leadership-Developed  **The key strengths according to the CNA are:**   * Positive relationships exist between staff and parents, staff and students, students and students, and the staff as a whole * Common planning time for grade level teams * Schoolwide focus on using formal and informal data to inform and modify instruction * A concerted effort to communicate with families in a multiple ways and platforms * Belief as a learning community that vision/expectations to strive for need to be intentional   **Key challenges according to the CNA are:**   * The use of real-world relevance connected to the content including for students to understand the “why” of their learning * Opportunities to respond by students (higher levels of engagement) and increased academic and collaborative discussion between students * Collaborative planning time and professional development focused on designing and aligning tier 1 planning with essential standards * Vertical discussions between grades on standards and essential learning * Continued use of data and data analysis by teams that can be shared with students and families * Build on strength of relationships to establish a stronger vision of high student expectations while balancing empathy and understanding of students and families’ non-academic needs * Family engagement-school wide communication with parents regarding specific instructional progress * No noted technology needs or weaknesses, but teams and teachers need to being reflecting on what purpose do devices serve and when are the best used as or with instruction * Well-rounded education could be addressed through increase rigor and relevance and sharing the “why” of learning with students   SBA Data   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Grade | ELA (proficient) | RCAS | Math (proficient) | RCAS | | 3rd | 54% | 34% | 58% | 40% | | 4th | 36% | 38% | 36% | 36% | | 5th | 39% | 42% | 28% | 32% |   Acadience Data-End of Year Assessment-Percentages show “at or above” proficiency total with composite scores     |  |  |  | | --- | --- | --- | | Grade | Acadience Reading | Acadience Math | | Kdg | 43% | 60% | | 1st | 42% | 53% | | 2nd | 55% | 44% | | 3rd | 58% | NA | | 4th | 50% | NA | | 5th | 55% | NA |   NWEA-MAP-Grades 3-5  District Goal communicated was for scores to perform above the 40th percentile and if already above that to make growth   |  |  |  |  | | --- | --- | --- | --- | | Grade-Math | MAP Fall Median Percentile | MAP Spring Median Percentile |  | | 3rd | 47th | 52nd | +5 | | 4th | 41st | 49th | +8 | | 5th | 42nd | 37th | -5 |  |  |  |  |  | | --- | --- | --- | --- | | Grade-Reading | MAP Fall Median Percentile | MAP Spring Median Percentile |  | | 3rd | 53rd | 47th | -6 | | 4th | 49th | 41st | -8 | | 5th | 52nd | 35th | -17 |   MAP data shows 3rd and 4th making growth per measurement in the area of math but all grades decreasing in growth per measurement in the area of reading. 5th grade will need to be an area of priority given their decrease in growth or poor results with multiple measures.  Overall data showed inconsistent end of year growth and variations by grade levels. In SBA 3rd grade trended better than district overall. 4th and 5th trended close or just under district overall at that grade level. In looking at data the 3rd grade cohort scored well in both the SBA and Acadience reading assessments. 2nd grade show strength in reading Acadience and the Kindergarten cohort had strong math progress. An area of need is the 5th and 1st grade and focus on instruction as both grades made smaller gains and progress. 5th Grade SBAC scores by class varied greatly.  In the area of ELL students are provided support and assessment through Rapid City Area Schools ELL program and staff.  In regards to discipline there was significant increase in office managed offenses and referrals for behavior from previous year and the below chart shows data back to “pre covid” impact. In looking at this data and considering a larger than usual number of new staff to grade level teams. This will need be an area of attention as well for the Whole Child and administrative team. A pattern of students on IEP’s who did not receive support on behavior goals from a specified district behavior strategies did account for a large part of offenses and referrals then in previous years.    In reviewing quantitative and qualitative data the overall strengths for RVE are building relationships, time for collaboration among grade levels, increased focus on Tier 1 instruction in the area of the big 5 of reading (extra focus on phonemic awareness and foundational reading skills) and using data to guide content unit planning. Teams continue to do well with diagnostic assessment and grouping and regrouping for Tier 2 Win time.  In reviewing quantitative and qualitative data RVE areas of needs are providing students with higher rigor and relevance during independent work time in both reading and math. The use of essential standards to guide teams to create learning targets and criteria of success with a focus on helping students understand “why” the learning is important and understanding as a team what master will look like.  Given the listed data points (quantitative and qualitative) Rapid Valley Elementary has come to the following conclusions and next steps and specific goals based on data will be developed during our Title1 Data retreat in August. General observations show a need for:  Rapid Valley will continue to focus on Tier 1 and core reading instruction and an increased focus on Tier 1 math instruction. Steps to increase teacher efficacy and student growth will be:   * Increased fidelity with teams and teachers designing learning targets, criteria for success, and connecting the “why” and relevance of the learning for students. * Teachers will work to increase understanding and implementation of increase student engagement through opportunities to respond by students in multiple ways. * Use of formal and informal data such as CFA’s and data cycles to guide instruction and communicate goals to students and families. |
| **Attendance and School Culture**  Within the RCAS district’s strategic plan, the Whole Child Initiative, enables the district to meet students where they are academically, socially, and culturally. Whole Child’s four components are: cultural proficiency, suicide prevention, trauma-informed practices, and restorative practices. RCAS will utilize Conscious Discipline with fidelity as the trauma-informed and restorative practices strategies in all elementary and middle school buildings of the district. RCAS will be utilizing “train the trainer” model to provide training for all new staff and continued training for all staff. Title 1 schools may utilize professional development funds for ongoing training if necessary.  School Culture Rapid Valley utilizes a Whole Child team that focuses on student needs and positive learning environment and school culture. The team is comprised of building administration, counseling support staff, and behavior/academic support staff. The team’s main responsibilities are:   * Meet weekly to discuss student needs and interventions * Provide professional development opportunities (whole staff, teams, individual coaching) * Connect with outside agencies for students support and needs   Family/Community Data  Rapid Valley CNA included an online survey component for parents and families. This tool produced a small sample size but had the following patterns for strengths:   * Strong and positive relationships between families and staff * Families feel welcome at the school * Families have appreciated the schoolwide communication platform   Areas to prioritize   * Communicate how students are doing on specific content more frequently * Share student progress and goals more frequently * Share the vision and goals with families more clearly |
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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**.**

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| **Narrative:**  Rapid Valley works to provide a well rounded education with an emphasis on literacy and mathematics. The inclusion of other learning such as science and art can be integrated during these core blocks of learning and are addressed in resource sources such as Wonders. STEAM opportunities are provided at each grade level during a mandatory elective two times a week for each grade level  Students transitioning to kindergarten are eligible to take part in a late summer kindergarten screening. Fifth grade students transitioning to middle school take part in a guided tour of middle school. The 5th grade team works with middle school administration to create balanced class lists that we hope promote better success for incoming 6th graders both academically and behaviorally.  **ELA Strategies-Schoolwide Goals**   * Continue implementation of explicit instruction for both Tier 1 and Tier 2 as an instructional strategy * Collaborative planning and lesson design including learning targets, criteria for success, depth of knowledge mastery focused on essential learning and skills * Use of diagnostic and progress monitoring by teams and teachers to review data and plan for instruction. Sharing of data and growth with students for goals setting and monitoring own progress * Use of diagnostic data to provide extensions and enrichment to student during Tier 1 and Tier 2 (WIN) time * Sharing of learning targets, criteria for success, and relevance with students * Professional development focused on essential standards and learning targets/criterial for success/depth of knowledge for mastery * Master schedule to include: collaborative planning time, ELA workshop, support for Tier 2/interventions * Literacy support prioritized for grades K-2 with tier 1 differentiation and tier 2 interventions * Professional development for staff on opportunities to respond by students   **Math Strategies-Schoolwide Goals**   * Master schedule to include: collaborative planning time, math workshop and math intervention time * Professional development focused on essential standards and learning targets/criteria for success/depth of knowledge for mastery * Professional development for staff on opportunities to respond by students * Use of diagnostic and progress monitoring by teams and teachers to review data and plan for instruction. Sharing of data and growth with students for goals setting and monitoring own progress * Use of diagnostic data to provide extensions and enrichment to student during Tier 1 and Tier 2 (WIN) time   **Academics for ALL Students**   * A master schedule that provides opening and ending community class time along with workshop time at each grade level for both reading and math * Use of explicit instruction and modeling for instructional strategies * Focus on increase of teacher efficacy with creating relevant and higher rigor independent tasks, especially in the area of reading * Teams will use a planning template to plan for essential standards and pacing of learning targets and mastery of content * Professional development with external coach on creating learning targets, criteria for success and common formative assessments for each grade level team   **Interventions for students**   * Master schedule includes designated time by grade for Reading WIN (intervention) and Math WIN (intervention) * RCAS provides an RTI process for students struggling in reading, math, and behavior. Rapid Valley follows this process using data points and progress monitoring, with scheduled cycles throughout the year. * Utilization of student data (CFA’s progress monitoring with MAP and Acadience diagnostics) to progress monitor and guide intervention instruction.   RCAS Tiered Intervention Process Students who are not making the expected growth go through an Rti 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. Staff supporting the RTI process and interventions include 3 FTE intervention strategist and 1 FTE Paraprofessional.  RCAS will continue utilization of MAP (NWEA) for elementary (grades 3-5) and middle schools. This will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district. |
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| **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:**   * 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 required due to change in 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 can be justified, then it is reasonable and necessary.  The burden of proof is on the district to justify these expenditures.

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| **Narrative:**  For those students most at risk RVE provides both academic and behavior support through the following strategies and interventions.  **Interventions for students-Non Academic**   * Whole Child team meets weekly to review case by case attendance, behavior referrals, nurse office visits, and teacher recommendations for student concerns. Strategies are developed for staff members * Counseling services provided through RCAS counselor with whole class instruction and small groups * BMS Counselor on site per team recommendation and family request * Administrative team works with RCAS Truancy office for referrals and family and student support in area of attendance * A tiered intervention support framework for behavior is provided by RCAS and utilized by Intervention Strategist staff to guide teachers and families through the tiered system.   **Academic At-Risk**  RCAS Tiered Intervention Process Students who are not making the expected growth go through an Rti 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. Staff supporting the RTI process and interventions include 3 FTE intervention strategist and 1 FTE Paraprofessional.  ELA Strategies   * Explicit Instruction for Tier 1 * Increase in quantity and variety of OTR’s (opportunities to respond) * Implementation with fidelity and sharing of learning targets/criteria for success/why of learning with students in multiple ways * 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-following of RCAS RTI process for levels of intervention and referral to special education when necessary   Math Strategies   * Explicit Instruction for Tier 1 * Increase in quantity and variety of OTR’s (opportunities to respond) * Implementation with fidelity and sharing of learning targets/criteria for success/why of learning with students in multiple ways * 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 * RTI intervention screening, process and small group intervention-following of RCAS RTI process for levels of intervention and referral to special education when necessary   Preschool transitions occur with a schoolwide kindergarten screening held in late summer. Students receiving speech or IEP support are provided transition meetings upon entering kindergarten  Professional development to increase collective efficacy by staff for working with at-risk students will utilize staff learning meetings, book studies, online modules and peer observation focused on the following:   * Conscious Discipline classroom practices and trauma-informed practices * Tier 1 Behavior and Classroom management practices * Differentiation of independent learning tasks that promote rigor |
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| **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:**   * Monitor and use of students’ data with MAP-NWEA, Acadience Math/Reading, diagnostic and progress monitoring, 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 from stakeholder * Behavior data |

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.

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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. Within our district's strategic plan, the Whole Child Initiative enables the district to meet students where they are academically, socially, and culturally. Whole Child's four components are cultural proficiency, suicide prevention, trauma-informed practices, and restorative practices. Rapid City Area Schools will utilize Conscious Discipline with fidelity as the trauma-informed and restorative practices strategies in all elementary and middle school buildings of the district. RCAS will be utilizing the “train of trainer” model in providing training to all new staff and continued training for all staff.  Title 1 schools may utilize professional development funds for ongoing training if necessary.   * Rapid Valley utilizes a 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 partners with Behavior Management Systems to provide counseling services to students in a more one on one and onsite 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. * Tiered model for prevention of behavior includes a “pyramid” focus with best practices at Tier 1 for ALL Students (including routines, structures, classroom management practices). Tier 2 of the pyramid focus on those students who are getting good tier 1 but need specific accommodations or interventions to be successful. Tier 3 of the pyramid focuses on those students needing intensive behavior structures and support. RCAS has an outlined framework for next steps at each tier   Professional development to increase collective efficacy by staff for working with at-risk students will utilize staff learning meetings, book studies, online modules and peer observation focused on the following:   * Conscious Discipline classroom practices and trauma-informed practices * Tier 1 Behavior and Classroom management practices   ef |
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| **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:**   * 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 * Skyward reporting data for offenses and referrals |

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