



2021-2022

Title I Schoolwide (SW) Plan

District:

RCAS

School:

South Park

Building Principal:

Brad Jungwirth

Select One: Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Jordan Dueis

Date Completed:

4-29-2021

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](#) 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)**

Component 1: §1114(b):

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.

Narrative:

In November of 2019, a Comprehensive Needs Assessment with a Family Friendly Walk-through was conducted. Information was gathered in ways the school was doing well and areas in which the school could improve. With this information, the staff worked to increase the amount of communication that is happening with families in form of monthly newsletters, positive phone calls home, postcards to parents, and more specific feedback given in terms of student learning.

In May of 2020, the school wide leadership team engaged in a Zoom meeting. The team reviewed data from the CNA and school wide summative assessments as well as screener data.

In Fall 2021, to guide the work of our school improvement plan, South Park will participate in a Comprehensive Needs Assessment (CNA). This CNA conducted by ICLE will provide the foundation of information as to the South Park’s future vision, goals, and provide data on areas of success and areas of improvement needed to drive student success outcomes.

Effects	Causes
Strengths	
Acadience Learning Data <ul style="list-style-type: none">• See Data Charts Below	Implementation of Wonders BL in all grades K-5 with fidelity

Component 1: §1114(b):

<ul style="list-style-type: none"> • Behavior school-wide has improved due to more consistent expectations and follow through 	<p>Ongoing professional development from Wonders BL trainers throughout the year</p> <p>Core Sourcebook PD from SPDG coach throughout year</p> <p>Systematic & explicit instruction in all five components of reading</p> <p>Whole group explicit PA & phonics instruction in K-1</p> <p>PBIS Tier 1 has been successfully implemented (better documentation system & more supports)</p>
<p>Obstacles</p>	
<ul style="list-style-type: none"> • Lack of correlation between assessment measures (TRL, SBAC, Acadience, Screeners, etc.) • Inconsistencies with writing program • Although growth in math was made, proficiency is still a goal • Limited student growth in mathematics • More frequent write-ups and ODRs 	<p>Data wasn't being used correctly</p> <p>Lack of PD on curriculum implementation</p> <p>Lack of math assessments to drive instruction</p> <p>Scope & sequence is poorly laid out; curriculum (inquiry-based model) doesn't meet the needs of all learners</p> <p>PBIS Tier 2 needs to be strengthened</p>

Analysis of data resulted in four goals in the areas of Math, Literacy, PBIS and attendance.

Component 1: §1114(b):

School: South Park
Year: 2020-2021



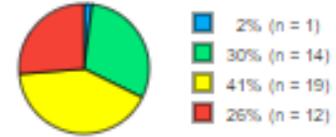
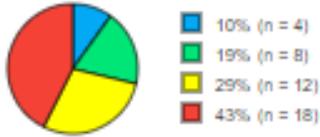
Status Report

Acadience Reading K-6 End of Year Reading Composite Score

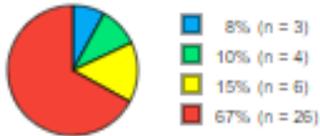
Beginning of Year Reading Composite Score

Middle of Year Reading Composite Score

Kindergarten



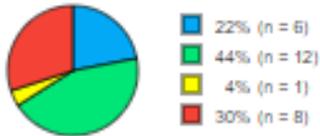
First Grade



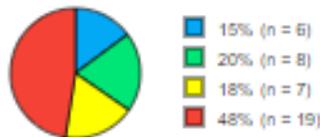
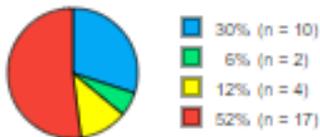
Second Grade



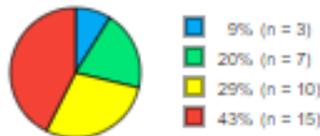
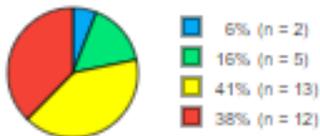
Third Grade



Fourth Grade



Fifth Grade



Status	Score Level	Likely Need For Support
Above Benchmark	Above Benchmark	Likely to Need Core Support
At Benchmark	At Benchmark	Likely to Need Core Support
Below Benchmark	Below Benchmark	Likely to Need Strategic Support
Well Below Benchmark	Well Below Benchmark	Likely to Need Intensive Support

Component 1: §1114(b):

Summarize the results and conclusions:

Budget Implications: Additional Pay for hours work outside of the regular school day
Provide substitutes for designing Professional Development Days
Purchase necessary resources that focus on Tier 1 and 2 instruction in literacy and mathematics

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.

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.**

Narrative: Students who are not making the expected growth go through an RtI process. The first intervention is Tier I within every classroom. Teachers will focus on high quality classroom instruction. Teachers will give district screeners and based on the data students will receive Tier II services. Tier II services include direct instruction with a teacher to student ratio of 1 to 3 with a highly qualified teacher. The instructional materials used by the Tier II teacher is Accelerator Math and AVMR (Advantage Math Recovery) and 95 % reading resources. The Intervention Strategist will use check-in and check-out for students who are on a behavior plan.

We have 2.0 Literacy Specialists whose primary focus is to work with students and teachers in grades K-3. Rapid City Area Schools has a strategic plan and one of the goals is to have all proficient readers by the end of 3rd grade. Literacy Specialist will work closely with classroom teachers to assess students, plan for learning, and provide interventions when necessary during literacy blocks in a Tier 1 setting and WIN small group instruction.

Budget Implications (this must be reflected in the budget in the Consolidated Application): 1.5 Literacy and Intervention Strategist

Benchmark/Evaluation:

SBAC data
Benchmark screener data
Data cycles based on units of study

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.

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.

Goal Area 1: ELA/Literacy	Strategies 1- Continued implementation of Wonders BL with explicit instruction in all five components of reading 2- Implementation of WIN for all students regardless of skill level 3- Job-embedded coaching on curriculum materials as well as research-based instruction 4- Increased time for literacy blocks (90 minutes)
Goal Area 2: Mathematics	Strategies 1- PD opportunities for staff for using Acadience Math K-2/NWEA MAP/Accelerator Math 3-5 2- PLC Data Cycles on essential math standards 3- Implement the use of learning targets specific to the standards to guide instruction (explore the SD State Standards and develop a continuum of foundational mathematical skills at each level) 4- WIN (Whatever I Need) small group intervention/enrichment implemented in each grade level for an additional 30-minutes separate from the 60-minute core instruction
Goal Area 3: Science	Strategies 1- New PD opportunities for staff in NWEA Science 2- Science instruction at all grade levels 3- Use of Generation Genius as a supplemental resource.

Component 3: §1114(b) (7)(A)(ii):

	4. Competitive Lego League Robotics Team coached by South Park Staff
Goal Area 4: PBIS/Conscious Discipline	Strategies
	1: PD on Conscious Discipline
	3: Classroom Implementation of Conscious Discipline
	3- Data tracking through Skyward
	4: Additional behavior WIN groups as needed

Evidence-Based Research Resources

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.**

Narrative: At South Park, our counselor is very involved in the lives of our students. She routinely plans lessons for students in their classroom based on:

- Anger management
- Problem solving
- Study skills
- Self-esteem/self-concept
- Bullying
- Friendships
- Social skills
- Anxiety
- School behavior/cooperation
- Goal setting/motivation
- Impulse control

Our counselor plans for these large group sessions, and she works with small groups and individual students as needed.

Our Dean of Students will be involved with attendance monitoring, data sharing, and interventions, he will also help facilitate family/community education activities, coordinate testing and assessments, and be a

Evidence-Based Research Resources

member of the PBIS team to help with positive student management and interventions.

Budget Implications: Additional pay for hours worked outside the regular school day

Benchmark/Evaluation:

Office discipline referrals

Counselor referrals