

SY 2023-2024
Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools

School:

Canyon Lake Elementary

Building Principal:

Hollie Hoffman

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

Jordan Varilek

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 Canyon Lake's Schoolwide plan

Tier 1 and Tier 2 Reading & Math Instruction:

- Additional Interventionist (FTE1.0): To help with small, differentiated groupings of need for students in grades K-5.
- Professional Development Opportunities:
 - Additional Pay for teachers for professional learning in math and reading scope and sequence, explicit instruction in math and reading, PLC & Data Cycles, the 5 Core Reading Practices, student engagement, student differentiation, and clarity in lesson presentation.
 - Conference in 2024 (Cost of conference and travel)
- Books for professional development in both math and reading.
- Additional Math Materials- McGraw Hill Reveal Math
- Learning materials needed for students such as but not limited to headphones, classroom library books, classroom technology, etc...
- Additional Pay for teachers-Building Leadership Team and CDAT Team

Social Emotional Needs:

- Dean of Students (FTE1.0)
- Conscious Discipline Materials
- Conscious Discipline training and professional development
 - Contract with Conscious Discipline to have a one-day training at the start of the end with staff.
 - Coaching for Admin Team, classroom teachers, and CDAT Team
 - Extra pay for staff for Conscious Discipline training and professional development
 - Conscious Discipline Conference Summer of 2024 (Cost of Conference and Travel)

Parent and Community Involvement/ Cultural Proficiency:

- Language and Culture Teacher (FTE 1.0)
- Cost of at least 4 family engagement activities/nights (food, drink, and materials necessary for the activities)
- Additional time paid to teachers for family engagement evening activities.
- Parent Nights: Back to School BBQ/Title Plan, Conscious Discipline Night, Turkey Bingo, Culture Night, STEAM Night

Professional Coaching and PLC Implementation:

- Administration Coaching
- Leadership Team/PLC Coaching
- Dakota STEAM Coverage for PLC Implementation and Planning

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 students.

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.

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 and 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.

Summarize the results and conclusions:

Narrative:

ICLE's Comprehensive Needs Report(September 2021) 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.

Canyon Lake received the following ratings:

Teaching-Emerging

Instructional Leadership-Emerging

Organizational Leadership-Emerging

The key strengths according to the September 2021 CNA are:

- Positive relationships exist between staff and students, students and students, and among the staff itself. Canyon Lake staff care deeply about the students and have established a positive school climate. Students said that they feel safe, and their teachers are always willing to listen.
- Students and parents agreed that the teachers and administrators were one of the main reasons Canyon Lake is a great place to go to school. The family atmosphere is another “best thing” about Canyon Lake. Parents interviewed expressed their appreciation for the hard work the principal and teachers do. One parent stated, “We always make sure teachers know how much we appreciate what they do for their children.” Parents explained how the staff are passionate and caring. Several parents shared that not only did the teachers and principal know and care about the students, but the janitor, the lunch ladies, and the office staff also play a significant role in making Canyon Lake feel warm and inviting.
- Students felt that the school is a safe place.

The key challenges according to the September 2021 CNA are:

- In most classrooms visited, the real-world relevance of the content was not observed. Students were rarely shown how the material connected to other classes or subjects. Although classroom instruction is sound, there is room for lessons to contain higher levels of rigorous and relevant instruction.
- Teachers can significantly increase the rigor and relevance of instruction by collaboratively planning higher-level activities and assessments in all subject areas. This collaborative planning must include constructive feedback in a non-threatening environment to allow teachers to adjust their instructional practices accordingly. Teachers can enhance student engagement, academic outcomes and create more active opportunities by including a variety of high impact instructional strategies within their daily lessons.

Results from the Spring 2023 Canyon Lake Stake Holder Surveys:

Student Survey: 192 Responses (from all grade levels)

I feel safe at school? 76% Agree or Strongly Agree

I have friends at school? 85.4% Agree or Strongly Agree

People care about each in my class? 56.3% Agree or Strongly Agree (Conscious Discipline Goal for Next Year)

My teacher cares about me? 92% Agree or Strongly Agree

Adults treat students kindly and fairly? 76.6% Agree or Strongly Agree

Parent Survey: 80 Responses (from all grade levels)

My child’s school communicates with our family in a way that works for us. 83.3% Agree or Strongly Agree

My child’s school has made an effort to build positive relationship with me and my family. 82.5% Agree or Strongly Agree

My child receives the supports they need to succeed. 78.8% Agree or Strongly Agree

Does you child like school? 71.2% Agree or Strongly Agree

When I have a concern, I feel comfortable bringing it to the attention of school admin and staff. 83.8% Agree or Strongly Agree

My child’s school has events that welcome staff, families and community members to come together. 95% Agree or Strongly Agree

with our admin team, 79.2% Agree or Strongly Agree

SBA Data: Proficient or Advance

<u>Grade Level</u>	<u>CL ELA 2023</u>	<u>CL ELA 2022</u>	<u>RCAS ELA 2023</u>	<u>CL Math2023</u>	<u>CL Math 2022</u>	<u>RCAS Math 2023</u>
<u>Third</u>	<u>22%</u>	<u>19%</u>	<u>34%</u>	<u>19%</u>	<u>25%</u>	<u>38%</u>
<u>Fourth</u>	<u>34%</u>	<u>42%</u>	<u>43%</u>	<u>32%</u>	<u>18%</u>	<u>42%</u>
<u>Fifth</u>	<u>21%</u>	<u>34%</u>	<u>40%</u>	<u>12%</u>	<u>26%</u>	<u>32%</u>

Acadience Data: At or Above Benchmark

Grade Level	Acadience Reading 2023	Acadience Reading 2022	Acadience Math 2023	Acadience Math 2022
K	63%	44%	59%	64%
1	42%	25%	43%	29%
2	31%	56%	34%	35%
3	31%	54%	X	X
4	44%	41%	X	X
5	34%	30%	X	X

NWEA MAP: (RIT Projected Growth)

Grade Level	Map Reading Fall Median Percentile 2022	Map Reading Spring Median Percentile 2023	Percentile Growth	Map Math Fall Median Percentile 2022	Map Math Spring Median Percentile 2023	Percentile Growth
Third	23	24	+1	39	28	-11
Fourth	54	48	-6	41	46	+5
Fifth	31	19	-12	25	30	+5

Behavior Referrals:

	K	1	2	3	4	5	Total
August/Sept	20	10	0	45	2	11	88
October	19	10	5	21	0	13	68
November	18	18	2	19	7	2	66
December	14	5	0	13	1	2	35
January	11	32	5	25	0	6	79
February	2	30	8	44	4	4	92
March	30	23	10	72	8	9	152
April	23	21	11	37	1	5	98
May							
Total							

After analyzing SBAC Data, Acadience Data, MAP data in grades 3-5, PBIS/Behavior data, attendance data, and the 2021-2022 Comprehensive Need's Assessment, 2023 Stakeholder Surveys, Canyon Elementary will set these goals during the 2023-2024 school year.

These priorities, to be explained below in detail, are:

1. Tier 1 and Tier 2 Reading and Math Instruction
2. Well Rounded Child/Social Emotional Needs
3. Parent and Community Involvement/ Cultural Proficiency
4. Professional Coaching and PLC Implementation

Specific Goals to be determined by the Leadership Team in August at Data Retreat.

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.

Narrative:

Tier 1 and Tier 2 Reading and Math Instruction:

Canyon Lake will continue utilization of MAP (NWEA) Progress Monitoring for both elementary and middle school levels, as well as Acadience Reading (K-5) and Math (K-2). These screenings will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district. In addition to utilizing the data from the above-mentioned screeners, Canyon Lake teachers will utilize progress monitoring probes to determine student growth during WIN Data Cycles. These probes will provide us with data that will allow us to flexibly and fluidly group students based on skills as well as provide information necessary to teachers so they can provide explicit skill-based instruction based on student needs.

As part of the RCAS focus on alignment, data, and culture, students who are not making the expected growth go through an RtI2 process. The first intervention is differentiated Core Instruction within every classroom. Because schedules are aligned across grade levels, teachers can create flexible small groups that extend beyond a single classroom roster, based on formative data. Teachers gave district screeners and based on the data, 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. If learners continue to struggle, they will move to an Intensive Intervention with a 1 to 3 ratio after several data cycles. Wonders Balanced Literacy, 95% Group, and Bridges Math will be utilized to provide explicit instruction. There are 2.0 Intervention Specialists, and a 1.0 Literacy Teacher.

Strategies/Actions to Include:

- Continue implementation of explicit instruction for both Tier 1 and Tier 2 as an instructional strategy
- Data Cycles in Tier 2/WIN instruction. Data cycles will be based on MAP and Acadience data, as well as progress monitoring probes created from reading and math progressions.
- Use of diagnostic data to provide extensions and enrichment to students during Tier 1 and Tier 2 (WIN) time.
- Additional professional development will be provided to teachers regarding best practices in instruction and the use of district and building approved curriculum resources.
- In building professional development provided to our paraprofessionals.
- Tier 1 Interventions: Heggerty Phonemic Awareness whole group lessons will be utilized daily in grades K-2. Intentional practice in number words and numerals and math fluency will be provided daily to all students, K-5. The additional math and phonemic awareness work offered to students will be above and beyond the core instruction and WIN groupings.
- Master schedule to include collaborative planning time and support for Tier 2/interventions.
- 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 increasing teacher efficacy with creating relevant and higher rigor independent tasks, especially in the area of reading.
- Unit studies involving our new math resource McGraw Hill Reveal Math.

Professional Coaching and PLC Implementation:

To continue to improve our Tier 1 instruction, Canyon Lake will be heavily focused on improving our PLC processes. One Monday a month, each grade level team will receive a 2-hour block of time to work with an Instructional Coach from TIE to support the implementation of the PLC process. During this time, the coach, and the grade level team, along with other members of the Canyon Lake staff and admin team, will begin the work to look at essential standards in a unit, disaggregating those essentials standards into learning goals and learning intentions/targets supported by student success criteria. They will calendar and plan units based on the essential standard as well as assessment to accompany those units. They will work as a team to monitor student progress and study effective learning strategies to increase growth and engagement. They will work with common formative assessments as well as summative assessment at the end of the unit. They will use this process in both the areas of math and reading.

Strategies/Actions to Include:

- Collaborative planning and lesson design including learning targets, criteria for success, depth of knowledge mastery focused on essential learning and skills.
- Use of diagnostic data to provide extensions and enrichment to students 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.
- 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.

Well Rounded Child/Social Emotional Needs/Cultural Proficiency:

Students will receive instruction in the area of STEAM during their specials schedule and also provided by DakotaSTEAM on Mondays when the grade level team is working with the Instructional Coach from TIE on PLC Implementation. During these blocks provided by DakotaSTEAM, the students will work on Math, Reading, Science, and Social Studies standards that will tie back to their classroom work. DakotaSTEAM, along with our IMS teacher, classroom teachers, and Lakota Language teacher will collaborate to make the projects relate directly back to what the students are doing in their classroom, only at an application level.

Strategies/Actions to Include:

- Project Based Learning

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:

- Acadience Reading Grades K-1
- Acadience Math Grades K-1
- Writing Benchmarking Data K-5
- MAP-Grades 2-5
- WIN Cycle Progress Monitoring Probes
- Assessments from ongoing standards-based data cycles in both math and reading.

- PBIS Data
- Tier 2 behavior documentation
- Tier 2 Check in/check out data.
- 4–6-week cycles PLC and Data Teams work (plan, instruct, assess, next steps)
- Additional artifacts could include PLC Calendar, Leadership Team Calendar, Action Plan (with continual updates), Leadership Team Agendas, and PLC Notes/Agendas/Data Cycle Documents

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.

Narrative:

For those students most at risk Canyon Lake provides both academic and behavioral support through the following strategies and interventions.

Tier 1 and Tier 2 Reading and Math Instruction:

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 2 FTE Intervention Strategists and 1 FTE Literacy Specialist.

Strategies to Include:

- Explicit Instruction for Tier 1
- Implementation with fidelity and sharing of learning targets/criteria for success/why of learning with students in multiple ways.
- Data analysis and collaborative planning time for Tier 1 and Tier 2 Instruction
- Master schedule that provides all grades with reading/math 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

Well Rounded Child/Social Emotional Needs:

Interventions for students-non-Academic

- The Student Success 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
- The administrative team, counselor, and secretary 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.

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 and engagement.

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:
 - Acadience Reading Grades K-5, Acadience Math Grades K-2, Writing Benchmarking Data, MAP-Grades 3-5, WIN Cycle Progress Monitoring Probes, PLC common formative assessments.
- Attendance data compiled and shared with staff, students, and families.
- Qualitative surveys from different stake holder groups
- PBIS Data
- Tier 2 behavior documentation from counselor and dean
- Tier 2 Check in/check out data.
- Attendance documentation at family engagement activities

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.

Narrative: Well Rounded Child/Social Emotional Needs

Canyon Lake 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 Well-Rounded 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 schools. 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.

Strategies/Actions to Include:

- Canyon Lake utilizes a Student Success 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.
- Canyon Lake will utilize onsite Conscious Discipline training and classroom coaching for a Conscious Discipline certified coach. This will include 1 onsite training days and 2 onsite coaching days. We will also utilize Conscious Discipline for several virtual experiences such as an online class and virtual coaching to our Admin and CDAT Team.
- 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 focuses 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 the next steps at each tier.
- Canyon Lake partners with Behavior Management Systems to provide counseling services to students in a more one on one and onsite basis.

Parent and Community Involvement/ Cultural Proficiency

Canyon Lake is a diverse school, so it is important to us to offer a diverse experience to our students and their families. We have a Language and Culture teacher that in class is able to focus mainly on Native American culture and the language of Lakota. But they also focus on other cultures and languages that are a part of our campus. Parents and the community are a great strength of our school, we have a strong PTO that we are proud of. We also offer a variety of Family Engagement nights to give the parents and community a glimpse into who we are as a school.

Strategies/Actions to Include:

- Canyon Lake works with pre-schools and daycare providers through site visits and kindergartens screening for transition of students from early childhood setting to kindergarten.
- Canyon Lake works with the middle school level administration to provide transition activities for outgoing 5th graders entering 6th grade.
- Canyon Lake students attend a language and culture class as part of the wheel of specials.
- Canyon Lake offers a variety of family engagement nights to include but not limited to: Back to School BBQ/Title Plan night, STEAM Night, Culture Night, Conscious Discipline Presentation, Learner Celebrations, and Turkey Bingo.

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:

The following will be used to determine growth/progress for reading and math instruction (Tier 1 and Tier 2), growth/progress in behaviors and social and emotional wellbeing, and family/community engagement.

- Skyward reporting and monitoring of data for offenses and referrals
- Classroom, Grade Level, and Whole school monitoring of behavior data
- Tier 2 and Tier 3 behavior documentation from Dean of Students and Counselor
- Tier 2 and Tier 3 Check in/Check Out data.
- Attendance documentation at family engagement activities and artifacts from family engagement activities