

2022-2023

Title I Schoolwide (SW) Plan

District:

RAPID CITY AREA SCHOOLS

School:

General Beadle Elementary

Building Principal:

Dr. Johanna Sailor

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

Betsy Chapman, Title I Schoolwide

Date Completed:

5-2-2022

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.

Priority Areas:

- Increase professional learning on evidence based instructional practices
- Develop a multi-tiered system that improves students' academic performance
- Increase professional learning on ways to engage families and events to engage families
- Staffing to target 3 primary areas of concern: attendance, staff and student emotional well-being, and academic performance

Budget Implications:

- Consulting cost for PEBC, Innovate to Educate, Networks of Support, and Black Hills Special Services Cooperative
- Additional pay for leadership teams to review data and determine goals and strategies for achieving the goals
- Additional pay for teachers and paraprofessionals to attend on-site professional learning during the school year and summer
- Purchase of books for professional learning
- Supplies for professional development: copies, posters, paper, markers, poster board, chart paper, swivls, conference speakers, I-pads, I-pad cases, etc.
- Additional pay for teachers to engage in book studies
- Additional pay for teachers and paraprofessionals to organize and attend Family Engagement Nights
- Family engagement event supplies (supplies vary depending on the theme-literacy, math, STEAM, etc.) and light snacks
- Family engagement card management and mailing subscription
- Temporary teaching funds to pay substitutes so teachers can attend professional learning/peer observations
- Registration fees and travel costs to attend conferences
- Classroom supplies for student use: pencils, headphones, wireless keyboards & mice, I-pads, I-pad cases, I-pad stands, various paper products, markers, paint, glue, tape, poster board, craft materials, educational games & puzzles for younger grades, flashcards, sight word activities, manipulatives, classroom books.
- Student support materials for social and emotional development: sensory tools, fidgets, SEL tools to help students regulate inside and outside of the building, conscious discipline materials, etc.
- Staffing to support academic and behavioral growth
 - 2 Full-time Intervention Paraprofessionals
 - 1 Full-time Dean of Students
 - 1 Full-time Social Worker
 - 1 Full-time Attendance Secretary
 - 1 Full-time Cultural Mentor Paraprofessional
 - .5 of a Full-time Lakota Language/Culture Teacher

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 the International Center for Leadership in Education (ICLE). It 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.

ICLE staff provided surveys for the following stakeholders: teachers, all staff, students, and families. In addition, ICLE staff conducted listening sessions with parents, students, teachers, and administration. The final component was for ICLE staff to observe some classrooms. This all was done in the fall of 2021.

In addition, building leadership sought more in-depth information from families on how the school can better engage families in their child's education. This was done through holding parent voice meetings. All guardians were invited to join. 2 zoom sessions were held in February and 1 in-person session in April. The parent voice chats have also informed this schoolwide plan.

RCAS also uses multiple quantitative assessments to measure student growth. These include:

- Acaidence Reading K-5
- Acaidence Math K-2

- MAP Growth Reading, Math, and Science 3-5
- State summative test 3-5

Summarize the results and conclusions:

Narrative:

The review of General Beadle found that we have an incredibly supportive staff. Our families appreciated the regular communication both in-person and through Class Dojo. Parents, students, and staff elaborated on the importance of strong relationships. All saw Beadle excelling at building strong relationships.

The review also identified some areas for growth. Broadly these were in student engagement, differentiation, and the rigor of instruction. There were also implications for administration. Specifically, the need to provide clarity around the buildings' goals and provide professional development opportunities.

The Parent Voice conversation identified that communicating and engaging families was a strength. Families also shared how much the staff care for their students. Families shared that they'd like more opportunities to be involved during the school day and have more information about community resources to support them and their child.

Percentage at Grade-Level or Norm Percentile Ranking

	Kinder	1st	2nd	3rd	4th	5th
Acidence Reading	51% Prof. (39% in fall)	44% Prof. (34% in fall)	52% Prof. (49% in fall)	54% Prof. (58% in fall)	47% (49% in fall)	50% (41% in fall)
Acidence Math	52% Prof. (43% in fall)	44% Prof. (39% in fall)	38% Prof. (36% in fall)			
MAP Reading				19 Students of 66 @ or above grade-level	15 Students of 52 @ or above grade-level	19 Students of 59 @ or above grade-level
MAP Math				12 Students of 69 @ or above grade-level	15 Students of 52 @ or above grade-level	13 Students of 59 @ or above grade-level
SBAC ELA				19% Prof./Adv.	19% Prof./Adv.	25% Prof./Adv.
SBAC Math				10% Prof./Adv.	22% Prof./Adv.	16% Prof./Adv.

% ELL	Attendance	Mobility Rate
	<p>Average Daily Attendance for the year by grade-level</p> <p>Kinder - 81%</p> <p>1st - 84%</p> <p>2nd - 83%</p> <p>3rd - 84%</p> <p>4th - 82%</p> <p>5th - 82%</p> <p>*All grades improved from term 1 to term 3.</p>	<p>52.4% (about 1 movement per 1.91 students)</p> <p>Kinder</p> <p>Start after day 1 - 30</p> <p>Left before last day - 15</p> <p>1st</p> <p>New to Beadle - 15</p> <p>Start after day 1 - 8</p> <p>Left before last day - 17</p> <p>2nd</p> <p>New to Beadle - 22</p> <p>Start after day 1 - 12</p> <p>Left before last day - 18</p> <p>3rd</p> <p>New to Beadle - 19</p> <p>Start after day 1 - 13</p> <p>Left before last day - 14</p> <p>4th</p> <p>New to Beadle - 5</p> <p>Start after day 1 - 19</p> <p>Left before last day - 18</p> <p>5th</p> <p>New to Beadle - 15</p> <p>Start after day 1 - 15</p> <p>Left before last day - 19</p>

When reviewing the data, it is clear that we have an opportunity to make gains in attendance across all grade-levels. Additionally, the majority of our students are performing below the national average. To make gains, we will continue to focus on engaging our families and strengthening our tier 1 instruction for all students.

General Beadle has served as a hub for Spanish speaking students this school year. To best support our teachers and students, district English language learning services staff provided a half day professional learning experience for teachers. They provided an understanding of what it can feel like to be immersed in a foreign language, translation tools and resources for communicating with students and their families. One of our family nights also celebrated different cultures. We had a great turnout from our Spanish speaking families. We will continue these practices into the coming year.

As of May 16th, we saw more than 382 office referrals for major behavior referrals. It was the same 81 (19%) students who were referred to the office out of 425 students. This is a significant amount of office referrals that no doubt has impacted student learning.

We have been successful at engaging some of our families through family events and at home activities. A handful of families have been very involved in planning family resource events.

To improve the success of kindergarten students, we partnered with community agencies to host a Kindergarten Transition Night in March. Partners provided tools and resources to assist families in making the transition. Our teachers had activities for families in their classrooms. We also assisted families in completing the online registration at this event. Also, we are hosting a kindergarten screening event on July 29th. Families will have the opportunity to tour the building and ask questions about kindergarten. We'll also discuss strategies for preparing for kindergarten.

For our 5th graders, we hosted staff and students from our feeder middle school to join our 5th grade classes for a trusted adult activity in the spring. Additionally, middle school staff came down to our school to discuss class selections for the coming year. The middle school also invited students for a tour and meet and greet in May. At each event, students were able to ask questions about middle school.

We know that these are areas of concern which will continue to be priorities moving into the coming school year: family engagement, professional development, schoolwide models of instruction, behavior and discipline.

Goals for the 2022-2023 School Year:

Goal 1: Reduce the number of office referrals by 70% by the end of 2023 (Baseline: 2021-2022 EOY 405). Increase average daily attendance rate from 83% (EOY 2022) to 90% (EOY 2023).

Goal 2: 90% of our parents will be participants at General Beadle Elementary school for the 2022-2023 year.

Goal 3 & 4 Acadience:

80% of students at General Beadle Elementary school will achieve typical or above typical growth and/or at above benchmark as measured by the end of the year Acadience assessment.
(Baseline September 2022)

Reading:

55% of students (3-5) at General Beadle Elementary school will meet their growth projection by the end of 2023 on the MAP Growth assessment.

50% of General Beadle (3-5) students will be within the 50 percentile rank or higher by the end of 2023 on the MAP Growth assessment.

Math:

70% of students (3-5) at General Beadle Elementary school will meet their growth projection by the end of 2023 on the MAP Growth assessment.

45% of General Beadle (3-5) students will be within the 50 percentile rank or higher by the end of 2023 on the MAP Growth assessment.

The percentage of students scoring proficient- or higher in ELA and Math will increase an average of 10% by the end of the 2023 school year as measured by SBAC.

Grade 3: 10% to 20% (Math); 19% to 29% (ELA)

Grade 4: 22% to 32% (Math); 23% to 33% (ELA)

Grade 5: 16% to 26% (Math); 15% to 25% (ELA)

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:

Rapid City Area Schools uses a tiered approach to meeting students' academic and behavioral needs. General Beadle has created leadership teams to meet the needs of all students; members receive additional training to support grade-level teams. Each team is devoted to the success of students and maintaining a culture and climate that fosters growth of all stakeholders. Each team also values and seeks input from families and students. These are the teams and identified roles:

Tier 1 PBIS Attendance/Behavior Team	Tier 2 Attendance Team	Building Leadership Team
Who? Grade-Level Representative, Encore Teacher, Interventionist, Counselor, Social Worker, Dean, Principal	Who? Counselor, Social Worker, Dean, Principal, District Student Success Facilitator	Who? Grade-Level Representative, Interventionist, Literacy Leader, Dean, Principal
Purpose? Universal behavior expectations & reinforce expectations. The team uses attendance and behavioral data to determine the effectiveness of interventions. A key component is	Purpose? Review attendance data for those who are chronically absent. Individualize interventions and reinforce behavior. Frequency? Weekly	Purpose? Increase the academic performance. The team reviews student data, sets goals, and determines evidence-based strategies to move students forward.

<p>the implementation of Conscious Discipline. A subset of this team will train and provide ongoing support in Conscious Discipline.</p> <p>Frequency? Bi-monthly</p>		<p>Frequency? Bi-monthly</p>
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This structure is important so that all students can develop socially, emotionally, and academically. A key component is to solicit the services of consultants who will provide both on-site and virtual coaching to all staff with the goal of increasing student achievement. This is for those below grade-level and those needing enrichment.

Public and Education Business Coalition (PEBC): A consultant will provide professional development to teams and individuals on implementing a workshop model that engages students, differentiates for students, and increases their agency. The consultant will lead team professional learning and individually coach teachers on instructional practices. In addition, the consultant will facilitate learning opportunities for teams to observe other teachers at General Beadle. This will be done on-site and virtually. By working on developing individuals and teams, we will increase individual efficacy and collective efficacy. John Hattie’s meta-analysis found that collective teacher efficacy has an effect size of 1.57—this means students make multiple years of growth in one school year when there’s collective efficacy.

Innovate to Educate: General Beadle began working with a consultant this school year to cultivate clarity around the work and the why behind Professional Learning Communities. With the help of a consultant, we have developed protocols and scaffolds to support teachers in engaging in Professional Learning Communities. This will continue this work in 2022-23. The principal will continue in leadership coaching with the consultant to build efficacy. In addition, the consultant will facilitate professional learning on-site and virtually to deepen teams’ understanding of developing rigorous & relevant units, creating assessments that provide the data needed to be able to inform instruction. Doing so, will further increase collective efficacy. As noted above, collective efficacy leads to increased achievement.

Networks of Support: A consultant will assist in creating a student leadership team. The peer leadership team will serve as role models and mentors to younger students. Creating a peer leadership team creates another layer of support for students who need additional support. Student leaders have a powerful influence over their peers. By nurturing our student leaders we can decrease destructive behaviors and increase academic success.

Supplies for Student Use:

General Beadle is located in an area with a high number of families with limited income. Due to this, our families cannot always afford to pay for school supplies. Title 1 funds allow for us to ensure all students have the supplies needed to complete the work in the classroom. These include pencils, various paper products, markers, paint, glue, tape, poster board, craft materials, educational games & puzzles for younger grades, flashcards, sight word activities, manipulatives, classroom books.

We have such a range of learning needs and need to be able to supplement the curriculum with

additional reading and math resources, e.g. classroom texts, manipulatives, flashcards, sight word activities, educational games and puzzles for K-2. Title funds allow for us to diversify our tools to meet student needs.

Technology also allows us to meet the range of learning needs. We invested in interactive ActivPanels during the previous school year. We will expand on this this coming year with incorporating additional tools for students to use the ActivPanels in their learning. This includes headphones, wireless keyboards & mice, I-pads, I-pad cases, I-pad stands.

Another area where our students need support is in their social and emotional development. Teachers build calming corners for students to regulate when feeling upset. This is a key component of Conscious Discipline which RCAS has implemented. Tools at the calming corner include sensory items (pop-its, stress balls, etc.), flip books with emotions, and posters. Our social worker and counselor use a variety of tools to individually assist students, e.g. sensory tools, social story books, timers, etc. Schoolwide, we will continue to add regulation stations inside the school and around the building outside.

Staffing:

Attendance Secretary: To be effective at teaching students we need them in the building. Unfortunately, we saw nearly half of our students miss more than 20+ days during the 2021-2022. Research indicates that students who miss more than 10% of the school year (17 days) are less likely to be ready for the next grade-level and more likely to drop out. Our academic data certainly demonstrates this to be the case. Our full-time attendance secretary is devoted to tracking attendance, calling families, referring parents for truancy, sending absence letters to families. This is a full-time position. We have seen an improvement so far in having a highly trained secretary in this position.

Teams will attend vetted conferences and state trainings to develop their knowledge and skill base. They will share their gained knowledge with their teams and provide professional learning for the staff.

Academic focused professional learning:

- The Summit on RTI @ Work – Solution Tree (January 18 – 20)
 - A team with an administrator and 4 teachers will attend this conference to strengthen our RTI model at General Beadle. Those who attend will use the information to guide our work with classroom teachers to ensure all students are receiving the education they need.
- MTSS State Conference – SD DOE
 - A team will attend to gain more knowledge of MTSS.
- Foundational Reading Training k-2 – Academic – SD DOE
 - A kindergarten team is attending to strengthen their reading practices.
- Foundational Reading Training 3-5 – Academic – SD DOE
 - A 5th grade team is attending to strengthen their reading practices.

Behavior/Attendance focused professional learning:

- Indian Education Summit
 - Registration fees for 2 staff members
- PBIS Conference by APBS (March 29 – April 1)
 - A team of 4 teachers will attend the International Conference on Positive Behavior and Supports. The team will lead professional learning with the staff.
- PBIS Training – SD DOE

- o A team will attend a fall and summer training here in Rapid that is provided by the state. Money would be needed for substitutes in the fall and additional pay in the summer.
- Family Engagement Virtual Learning – SD DOE
 - o Additional pay would be provided for teachers to engage in professional learning via state DOE offered webinars.
- Innovative Schools Summit (whole child: discipline & restorative justice) (June 20-21)
 - o A team with an administrator and 5 teachers will attend the Innovative Schools Summit. This is in line with our Whole Child district initiative. In particular, the team will focus on restorative justice practices and PBIS strategies in general.
- Conscious Discipline Institute in October & June
 - o Dean of Students and Counselor will attend an October training that is geared towards building that have already implemented Conscious Discipline. They will use the information to provide coaching to teachers at our building.
 - o The school social worker and 5 teachers will attend the Conscious Discipline Institute in June. This summer training will allow for the team to refresh their knowledge and deepen their understanding. They will then lead professional development on Conscious Discipline for the coming year.

Budget Implications:

- Consulting cost for PEBC, Innovate to Educate, Networks of Support, and Black Hills Special Services Cooperative
- Additional pay for leadership teams to review data and determine goals and strategies for achieving the goals
- Additional pay for teachers and paraprofessionals to attend on-site professional learning during the school year and summer
- Purchase of books for professional learning
- Supplies for professional development: copies, posters, paper, markers, poster board, chart paper, swivls, conference speakers, I-pads, I-pad cases, etc.
- Additional pay for teachers to engage in book studies
- Temporary teaching funds to pay substitutes so teachers can attend professional learning/peer observations
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- Classroom supplies for student use: pencils, headphones, wireless keyboards & mice, I-pads, I-pad cases, I-pad stands, various paper products, markers, paint, glue, tape, poster board, craft materials, educational games & puzzles for younger grades, flashcards, sight word activities, manipulatives, classroom books.
- Student support materials for social and emotional development: sensory tools, fidgets, SEL tools to help students regulate inside and outside of the building, conscious discipline materials, etc.
- Staffing to support academic and behavioral growth:
 - o 1 Full-time Attendance Secretary

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:

Our students can be considered at risk for a range of reasons—poverty, trauma, gaps in learning. To meet the needs of all students, RCAS uses the Whole Child framework to inform policies and practices. 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. A team will attend Conscious Discipline Institutes to refine their skills. They will lead professional development for staff.

General Beadle provides culturally relevant instruction so that all students feel welcomed and valued regardless of their race or ethnicity. To feel a connection to the rich Lakota culture, students will learn about Lakota language and culture. To do this, teachers incorporate OSEU standards in literacy instruction and have a specific class for Lakota language and culture. This requires that we add the following staff:

Lakota language/culture educator: General Beadle and RCAS have a diverse population. Native Americans make up the largest minority in RCAS and General Beadle. Our Lakota language/culture educator expands the understanding of all students of Lakota history, language, and culture. Doing so, allows for all our students to build an understanding of one another which is the first step in teaching tolerance. The teacher tailors the learning for the different grade-levels K-5. In addition, the teacher provides support for teachers to learn the Lakota language.

Cultural Mentor paraprofessional: The Cultural Mentor assists teachers in implement OSEU standards during literacy instruction. The mentor plans with teachers, teacher teams, and co-leads lessons with the teachers.

As explained, RCAS' attends to the social and emotional needs as well as the mental health of our students. The needs of our population at Beadle are greater than the staff general funds can pay for. To ensure we are providing the support our students and families need, we have a Dean of Students & Social Worker.

Dean of Students: Our Dean has one very important job: increase student time spent learning in the classroom. The two reasons students are not in the classroom with their peers: misbehavior and attendance. This is a large task at General Beadle. So far this year, there have been more than 350 office referrals where the student(s) was unable to be in the classroom. In terms of attendance, as of May 7, 2022, 44% of our students have missed 20 days or more of school. Research has found missing more than 17 days of the year increases the chance the student will not be prepared for the next grade level and increases the chance that the student will not complete high school. The Dean works closely with all stakeholders: students, parents, community providers so that we increase student time in the classroom.

Social Worker: Our social worker is also focused on increasing the time students spend learning in the classroom. The approach is different from the Dean given the Social Worker's training and expertise. The social worker works with students to identify their needs in school and with the student and parent to identify their needs outside of school, e.g. help the student develop a visual schedule so that they are ready for school on-time, meet with students/student groups to identify and resolve internalizing and externalizing behaviors, connect parents with resources, go on home

visits when a student has a prolonged absence to offer support, etc.

Professional Development is also a key component here as mentioned before. This is where our partnerships with consultants listed above are important.

We see a large gap in the skill development of our students, i.e. some are near or at grade level, some are advanced, and some are well below grade level. Our multi-tiered system of support will close the gap. Due to the number of students needing additional support, we need 2 intervention paraprofessionals. Their roles are explained below.

Intervention paraprofessionals: Our 2 intervention paraprofessionals will provide support in general education teachers so that each student receives the instruction they need.

To ensure we are progressing, Rapid City Area Schools will continue using MAP (NWEA) Progress Monitoring for grades 3 – 5. This will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district. Rapid City Area Schools will use the following assessments:

- Acadience to measure reading for grades K-2 and math for grades k-5.
- Smarter Balanced Assessment for grades 3-5.
- On-Demand Writing assessments that were created by district leadership teams.

General Beadle will also use:

- Assessments on standards created by teacher teams.
- Text reading level assessments.

Behavior assessments:

- Minor behavior reporting
- Major behavior reporting
- Attendance records

Budget Implications:

- Staffing to support academic and behavioral growth
 - 2 Full-time Intervention Paraprofessionals
 - 1 Full-time Dean of Students
 - 1 Full-time Social Worker
 - 1 Full-time Cultural Mentor Paraprofessional
 - .5 of a Full-time Lakota Language/Culture Teacher

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:

General Beadle provides culturally relevant instruction so that all students feel welcomed and valued regardless of their race or ethnicity. To feel a connection to the rich Lakota culture, students will learn about Lakota language and culture. To do this, teachers incorporate OSEU standards in literacy instruction and have a specific class for Lakota language and culture. This requires that we add the following staff:

Lakota language/culture educator: General Beadle and RCAS have a diverse population. Native Americans make up the largest minority in RCAS and General Beadle. Our Lakota language/culture educator expands the understanding of all students of Lakota history, language, and culture. Doing so, allows for all our students to build an understanding of one another which is the first step in teaching tolerance. The teacher tailors the learning for the different grade-levels K-5. In addition, the teacher provides support for teachers to learn the Lakota language.

Cultural Mentor paraprofessional: The Cultural Mentor assists teachers in implementing OSEU standards during literacy instruction. The mentor plans with teachers, teacher teams, and co-leads lessons with the teachers.

In addition, all staff have been invited to learn Lakota through a class offered by the Lakota Language Consortium. Staff will be compensated for taking part in the class in July.

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. A team will attend a Conscious Discipline Institute to refine their skills. They will lead professional development for staff.

As explained, RCAS' attends to the social and emotional needs as well as the mental health of our students. The needs of our population at Beadle are greater than the staff general funds can pay for. To

ensure we are providing the support our students and families need, we have a Dean of Students & Social Worker.

Dean of Students: Our Dean has one very important job: increase student time spent learning in the classroom. The two reasons students are not in the classroom with their peers: misbehavior and attendance. This is a large task at General Beadle. So far this year, there have been more than 350 office referrals where the student(s) was unable to be in the classroom. In terms of attendance, as of May 7, 2022, 44% of our students have missed 20 days or more of school. Research has found missing more than 17 days of the year increases the chance the student will not be prepared for the next grade level and increases the chance that the student will not complete high school. The Dean works closely with all stakeholders: students, parents, community providers so that we increase student time in the classroom.

Social Worker: Our social worker is also focused on increasing the time students spend learning in the classroom. The approach is different from the Dean given the Social Worker's training and expertise. The social worker works with students to identify their needs in school and with the student and parent to identify their needs outside of school, e.g. help the student develop a visual schedule so that they are ready for school on-time, meet with students/student groups to identify and resolve internalizing and externalizing behaviors, connect parents with resources, go on home visits when a student has a prolonged absence to offer support, etc.

Budget Implications:

- Staffing
- Registration and travel fees for Conscious Discipline training
 - Dean of Students and Counselor will attend an October training that is geared towards building that have already implemented Conscious Discipline. They will use the information to provide coaching to teachers at our building.
 - The school social worker and 5 teachers will attend the Conscious Discipline Institute in June. This summer training will allow for the team to refresh their knowledge and deepen their understanding. They will then lead professional development on Conscious Discipline for the coming year.

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:

- 2022-23 Comprehensive Needs Assessment: In particular, surveys of students and families about connection they feel with the school
- Parent Voice: Solicit feedback on a set number of priorities from families including ways to engage families

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:

At General Beadle, we had more than 350 office referrals as of May 7th. Our students and staff need support. To provide support to students, the following positions are necessary:

Social Worker: Our social worker is also focused on increasing the time students spend learning in the classroom. The approach is different than the Dean given the Social Worker’s training and expertise. The social worker works with students to identify their needs in school and with the student and parent to identify their needs outside of school, e.g. help the student develop a visual schedule so that they are ready for school on-time, meet with students/student groups to identify and resolve internalizing and externalizing behaviors, connect parents with resources, go on home visits when a student has a prolonged absence to offer support, etc.

Networks of Support: A consultant will assist in creating a student leadership team. The peer leadership team will serve as role models and mentors to younger students. Creating a peer leadership team creates another layer of support for students who need additional support. Student leaders have a powerful influence over their peers. By nurturing our student leaders we can decrease destructive behaviors and increase academic success.

Professional Learning on Special Education Services: At General Beadle, we see a high number of students needing remedial supports. On the state required annual assessment about 80% of our students (grades 3-5) were below or well below grade-level. We need our staff to continually engage in learning special education laws and best-practices. Staff will attend the Council of Special Education's annual conference. They will provide training to their teams on their return.

First and foremost, at General Beadle we believe all students can learn. We also believe that we can engage all parents in their child's learning. We host events throughout the year to engage our families.

Family Engagement

Open House & Link to Community Resources*

Fall & Spring Parent Voice Events*

Literacy, Math, & Cultural Evenings

Winter & Spring Break Bingo Cards

Monthly Family Breakfasts to Celebrate Attendance

Spring Parent/Teacher Conferences & Link to Community Resources*

Kindergarten Transition & Community Resources Event

Subscription services with Send Out Cards - Staff will mail personalized cards to families and students celebrating them and successes.

We started our Parent Voice listening sessions this school year. We had a handful of parents join us to discuss how we can better engage families. We were able to solicit ideas for improving General Beadle. One of the ideas that came from these listening sessions was to have community events where guardians could be partnered with resources. We will continue the Parent Voice and Community Resource events. To support the work, we will hire a consultant from Black Hills Special Services Cooperative. We had tremendous success gaining input and mobilizing our families through the use of an outside consultant.

Budget Implications:

- Staffing
- Cost for hiring a consultant to build a peer leadership team
- Registration fees and travel costs to attend professional learning
 - A team with an administrator and 5 teachers will attend the Innovative Schools Summit. This is in line with our Whole Child district initiative. In particular, the team will focus on restorative justice practices and PBIS strategies in general.
 - A team with an administrator and 4 teachers will attend the International Conference on Positive Behavior and Supports. The team will lead professional learning with the staff.
- Additional Pay for Teachers to organize and attend Family Engagement Nights
- Supplies and/or food for family events

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:

To ensure we are progressing, Rapid City Area Schools will continue using MAP (NWEA) Progress Monitoring for grades 3 – 5. This will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district. Rapid City Area Schools will use the following assessments:

- Acadience to measure reading for grades K-2 and math for grades k-5.
- Smarter Balanced Assessment for grades 3-5.
- On-Demand Writing assessments that were created by district leadership teams.

General Beadle will also use:

- Assessments on standards created by teacher teams.
- Text reading level assessments.
- Minor behavior reporting
- Major behavior reporting
- Attendance records
- Suicide Intervention Reports
- Growth of students receiving services at tier 2 or tier 3