south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2023-2024
Title I Schoolwide (SW) Plan

District:

RAPID CITY AREA SCHOOLS

School:

Horace Mann Elementary School

Building Principal:

Kelly Gorman

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 1 Schoolwide

Date Completed:

May 5, 2023

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.

Component 1: §1114(b):

Services for Students:
- Dean of Students - 1
- Intervention Specialist – 1
- Paraprofessionals – 3
- Purchase resources and supplies for improvement in the Tier I instruction in math and literacy, including resources for technology.
  - Math and Literacy Manipulatives and resources
  - Leveled books, decodable readers, and other supplies.
  - Resources to supplement literacy and math instruction and assessment preparation.
- Purchase of resources and support Tier I and 2 behavior and attendance initiatives
- Purchase resources and supplies to implement structured recess activities.
- Purchase supplies for Sharpen the Saw & ST**R**EAM (includes **R**eading Instruction) Lead Measure Celebrations, and Student Action Teams, Leadership Day, and Cultural Events
- Purchase Kagan Resources, Rigor and Engagement, Conscious Discipline, PBIS and Leader in Me resources, supplies and training.
- Substitutes for data analysis, curriculum mapping and micro-teaching and peer learning walks.
- Additional pay for teachers to provide students who require additional instruction outside of the duty day to mitigate learning loss.
- Substitute clerical to provide Attendance Team time to analyze attendance and tackle truancy.

Professional Development
- Additional pay for standards-based professional development and activities outside the duty day.
- Additional pay and substitute pay for teacher collaboration opportunities.
- Additional pay for leadership team to develop professionally, plan and implement professional learning for staff outside the duty day.
- Additional pay for teachers who participate in micro-teaching cohort with a consultant from Black Hills Special Services (BHSS)
- Additional pay for leadership teams to meet outside the contract day.
- Additional pay for teachers and teams to analyze student work and data outside the contract day.
- Provide substitutes so teachers and teams can participate in data analysis, curriculum road mapping, coaching cycles, peer observations and micro-teaching.
- Materials, resources, additional pay for consultant services and professional development activities that relate to Tier 1 and supports which include:
  - Rigor and Engagement in lesson design
- Kagan Structures & Management Tips through coaching and training
  - Kagan Coach at HM 8 days
  - Kagan Cooperative Learning Live Online Summer Academy July 5-7 for untrained certified staff
- Franklin Covey Foundation
  - Leader in Me membership
  - 7 Habits Training and Boosters
  - Institute/Symposiums
  - Certification Training for 2 staff – 7 Habits of Highly Effective People
  - Certification Training for 2 staff - 7 Habits of Highly Effective Families
- Conscious Discipline
  - Trainings/conferences to increase implementation and understanding.
  - Materials for staff and students to support a broader implementation and depth of understanding with Powers, Skills and Structures
- AVMR
  - Registration - Course 1 for 2 teachers (1 x summer/fall/winter) and 1 x spring
  - Registration - Course 2 for 2x teachers (2x summer/fall/winter)
  - Materials for staff and students: Manipulatives for students to access during instruction and practice
- Lesson Plans
  - My Planbook -School Account
  - Training/Solution Tree Consultant -Glenn
- Professional Learning Communities (PLC)
  - Institute – Leaders and 23-24 New Teachers
- Cultural Proficiency
  - Artist in Residence
  - Native American Culture – Starr Chief Eagle
  - Freedom Lodge for Historical Trauma – Kara Big Crow

Family Engagement
- Funds for resources, staff, and materials for parent education and family engagement activities.
  - Light meals provided during 'HM Family Chats' over lunch to provide families opportunities to provide voice into school goals, voice concern, and to learn about Conscious Discipline and the 7 Habits
  - Light meals provided for evening activities to remove the attendance barrier.
  - Light meals and snacks provided during Leadership Day and Academic Goal Celebrations to increase family attendance.
- Communication resources for families – Example: Class Dojo subscription
- Additional Pay for planning and developing Family Engagement Events, Service Projects, and Leadership Events, Professional Learning opportunities for families, LIM and CD
- Funding for resources and materials for family engagement events, professional learning for parents (Conscious Discipline-self-regulation and LIM 7 Habits, and Math and reading materials for learning at home)
- Four Family Engagement Nights focusing on Literacy, Math, SEL, STEAM, home/school partnership in learning and other instructional strategies

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.

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

Narrative:
During the fall of 2022, HM was identified as a Targeted Support and Improvement (TSI) school due to the lack of growth in 2 different sub-groups. During the 2022-23 school year, we participated in the SDCNA Regional Sessions provided by DOE in Rapid City. Our team was made up of 7 members from our school. We worked through the four key components: Effective Leadership, Curriculum & Instruction, Talent Development, and Family, Culture & Climate. The process involved our team going through planning, collecting & organizing data, analyzing the data in relation to the key components, prioritizing needs, and finally writing an action plan based on the root cause of the prioritized needs. This work was done both in regional setting work time and through independent meetings from September 2022 through March 2023. This work will continue through at least the Spring of 2024. The action plan was written based on the need to improve multiple areas within the component of Curriculum and Instruction. It is our goal to increase both the rigor and engagement so learning and achievement in all subgroups will significantly increase.

Horace Mann Elementary participated in the FACE district plan development and has developed the HM FACE Plan by utilizing the data sets gained from the district plan and CNA.

Summary of results and conclusions

Strengths Narrative:
Horace Mann staff care deeply about their students, have established a positive school climate, and have created an effective, caring learning environment, where positive relationships exist between all stakeholders. HM Families extensively trust the educators at HM and believe that their children are learning, safe and happy when in school. Over 90% of certified and non-certified staff believe that they are given both voice and choice when participating in professional learning opportunities. Our focus on Math, identifying essential standards in grades k-5, the data team process, and developing assessments that are aligned to state standards have increased student achievement. Through these processes we have increased the rigor and amount of stamina/ work our students are successfully accomplishing daily. Grade level teams participate in the data team process, assessment data consistently guide instructional decisions in Math Workshop, Reading WIN and Math WIN. The

staff at HM work together to help students become better problem solvers by using skills learned through the Leader in Me, Conscious Discipline and PBIS.

Strengths	Needs
CNA Results: **Stakeholders who took the survey** • 112/217 = 52% of HM Families completed the survey • 21/24 = 88% of Certified staff completed the survey • 14/17 = 82% of non-certified staff completed the survey • 71/87 = 82% of Students (4/5) completed the survey **Strengths from the CNA:** • Students follow teacher directions 83% of the time • The interaction between students to students is positive 94% of the time • Students-teacher interactions were positive and supportive 94% of the time (1 teacher and group of students showed disrespect) • Instructional Strategy used was mostly appropriate for the purpose of the lesson 63% of the time. • Students feel safe, cared for and are encouraged to give strong effort. • One of our goals in 2022-2023 included the development and communication of learning targets for all content areas. Although it will continue to be an area of growth, we have made significant progress in understanding how and why it is essential to learning. (And noted as mostly or extensively evident 37% of the time) • Lesson plan development and design: SD Standard 59%, Included Learning Targets 84%, Include Criteria for Success 81% • Use of data to drive instruction. • Consistent priority in math • Establishes a culture for learning 95% of the time	**Establish and Communicate clear Learning Targets** 0/19 – Minimally/Not at all evident 3/19 – Moderately evident 2/19 – Mostly evident 5/19 – Extensively evident 9/19 – No evidence available *Establishes and communicates a clear learning target was evident 37% of the time. **Differentiation** • Provide tools and resources that provide support for those students who can't access the learning target without this support. • Communicate this with families through progress reports and other modes of communication. **Formatively Assess for progress throughout the lesson** 4/19 – Minimally/Not at all evident 5/19 – Moderately evident 8/19 – Mostly evident 0/19 – Extensively evident 2/19 – No evidence available *Teacher established a criterion for success and elicits evidence of student understanding throughout the lesson. The teacher encourages students to self-assess their own understanding on a regular basis. The teacher provides accurate feedback based on close monitoring of the class was evident 50% of the time. **Use High Levels of Critical Thinking throughout the lesson and during assessment.** 6/19 – Minimally/Not at all evident 8/19 – Moderately evident 3/19 – Mostly evident 1/19 – Extensively evident 1/19 – No evidence available *Students engaged cognitively, generating questions, and investigating solutions to challenges/issues/problems only occurred 22% of the time. *Uses high levels of critical thinking (Bloom's and Webb's DOK) in instruction and assessment practices 15% of the time. Inconsistent Lesson Plan Development and Design • Instructional Materials 22% • Beginning, Middle and Ending for lesson 27% • Differentiation 14% • Instructional Strategy 35% Instructional Strategies • Modeling, think-pair-share, partners, turn and talk are all named strategies for engagement and instruction however the understanding, effectiveness and implementation is inconsistent

	Initiatives
	• Separate initiatives without a shared understanding of how each aligns with the other. Examples: PBIS, Conscious Discipline, Leader in Me

Horace Mann Elementary:

HM is a public school that serves students kindergarten through 5th grade and is in Rapid City, SD. The total student population at the school is 261. Of those students, 42.9% identify as American Indian/Alaska Native, 3.1% AS Asian, .08% as Black/African American, 13.8% Hispanic/Latino, 17.6% as two or more races and 21.8% White/Caucasian. 16.5% of Horace Mann students receive special education services. The mobility rate is 54%. Horace Mann Elementary is a school-wide Title I school and a CEP school where all students receive free breakfast and lunch.

In addition to the SDCNA Regional Sessions, our HM Leadership Team analyzed the following assessments during the spring and summer of 2023 to determine our goals and strategies for the 2023-2024 school year.

Given this data, both quantitative and qualitative (at this point), HM has identified the following next steps and goals:
- Increased focus on, tier 1 instruction in ELA and Math
- Establish and communicate student friendly learning targets and have established criteria for success for all lessons and have all students able to answer the following questions:
  1. What are you learning? 2. How will you know if you are successful? 3. How will your teacher know you are successful?
- Develop and implement formative assessment that is on-going (not always stop and test) in all content areas and use the formative information to develop lesson plans.
- Increase understanding of differentiation during tier 1 instruction by incorporating resources and tools that support learners in successfully accessing the grade level curriculum.
- Increase rigor and engagement of lessons.
- Incorporate high levels of critical thinking (Bloom's and Webb's DOK) in instruction and assessment practices
- Develop a stronger understanding of the data team & learning process.
- Increase understanding of lesson design and effective delivery of instruction.
- Increase inclusion for students who can use resources and/or tools to access the grade level content.

2022-2023 MATH Acadience Growth Goal:
72% of K-2 students at Horace Mann Elementary will meet their growth projection as measured by the end of the year Acadience Math Assessment. (After the winter assessments we were at 62%).

2022-2023 READING Acadience Growth Goal:
61% of the K-2 students at Horace Mann Elementary will meet their growth projection as measured by the end of the year Acadience Reading Assessment.

Acadience Reading Growth	MATH Growth Data
2022 K – 56% made typical or above typical growth 2023 K -	2022 K – 94% made typical or above typical growth (Surpassed Goal!) 2023 K -
2022 1st – 48% made typical or above typical growth 2023 1st -	2022 1st - 47% made typical or above typical growth 2023 1st -
2022 2nd – 80% made typical or above typical growth (Surpassed Goal!)	

		2022 2nd – 76% made typical or above typical growth (Surpassed Goal!)
2023 2nd -		**2023 2nd -**

Strengths	**Needs:**	**Strengths**	**Needs:**

| **MAP GROWTH DATA – READING**
Percentage of student who met projected term RIT Goal (Winter to Spring)
2022 3rd – 60%
2023 3rd -
2022 4th – 22%
2023 4th -
2022 5th -- 43%
2023 5th - | | **MAP GROWTH DATA- MATH**
Percentage of student who met projected term RIT Goal (Winter to Spring)
2022 3rd – 33%
2023 3rd -
2022 4th -- 44%
2023 4th -
2022 5th -- 55%
2023 5th - | |

Strengths	**Needs:**	**Strengths**	**Needs:**

MATH SBAC DATA		**ELA SBAC DATA**	
2022	**2023**	**2022**	**2023**
3rd – 12% Proficient/Adv. 3rd – 22% Basic 4th – 4% Proficient/Adv. 4th – 22% Basic 5th – 11% Proficient/Adv. 5th – 25% Basic	3rd – 23% Proficient/Adv. (surpassed goal) 3rd – 30% Basic 4th – 11% Proficient/Adv. 4th – 34% Basic 5th – 11% Proficient/Adv. 5th – 29% Basic	3rd – 8% Proficient/Adv. 3rd – 20% Basic 4th – 16% Proficient/Adv. 4th – 16% Basic 5th – 30% Proficient/Adv. 5th – 19% Basic	3rd – 28% Proficient/Adv. 3rd – 28% Basic 4th – 19% Proficient/Adv. 4th – 13% Basic 5th – 19% Proficient/Adv. 5th – 29% Basic

Strengths:	**Needs:**	**Strengths:**	**Needs:**
3rd Grade surpassed end of year goal 4th Grade surpassed end of year goal - What students are learning in k-2 is helping close the learning gaps. - Less than 50% are BB. - Multiplication and Division focus and growth - Included parents in helping with math fact practice. - Established a Schoolwide WIG	- Continue to focus on what have been determined as the 4 or 5 essential standards. - Continue to grow the basic group! - Continue to focus on multiplication and division fact fluency. - We still need to focus on math instruction.	3rd Grade surpassed end of year goal 4th grade missed the end of year goal by 1% - What students are learning in k-2 is helping close the learning gaps. - For 3rd grade, less than 50% are BB.	- Use MAP data to drive work in WIN to continue to close learning gaps - Continue to move students from BB into basic

of math fact fluency-all staff participated and helped reach this goal				

READING Acadience Assessment Proficiency Goal
(K-2) The percentage of K-2 students' composite score being at or above the benchmark in ELA will increase by the end of the 2022 school year as measured by the Acadience Assessment.

- Kindergarten will increase from 24% to 75% (+51%) Made 48% At or Above
- 1st grade will increase from 18% to 68% (+50%) Made 37% At or Above
- 2nd grade will increase from 37% to 75% (+38%) Made 49% At or Above

Kindergarten **Strengths:**	**1st Grade** **Strengths:**	**2nd Grade** **Strengths:**
Needs:	**Needs:**	**Needs:**

MATH Acadience Proficiency Goal

(K-2) The percentage of K-2 students' composite score being at or above the benchmark in Math will increase by the end of the 2022 school year as measured by the Acadience Math Assessment.

- Kindergarten 43% to 75% (+32%) Made 67% At or Above
- 1st grade 14% to 62% (+48%) Made 20% At or Above
- 2nd grade 24% to 65% (+41%) Made 43% At or Above

Kindergarten **Strengths:**	**1st Grade** **Strengths:**	**2nd Grade** **Strengths:**
Needs:	**Needs:**	**Needs:**

Measurable Results Assessment – MRA					
2022 Leadership Overall Score = 73	**2023 Leadership Overall Score =8**1	**2022 Culture Overall Score = 76**	**2023 Culture Overall Score =** 8**2**	**2022 Academics Overall Score = 73**	**2023 Academics Overall Score =79**
Student Leadership – **71** Staff Leadership – **74** Family & Community Engagement – **75**	Student Leadership – **79** Staff Leadership – **77** Family & Community Engagement – **81**	Supportive Student Environment – **72** Supportive Staff Environment **80**	Supportive Student Environment – **79** Supportive Staff Environment - **82**	Empowering Teachers – 73 Empowered Learners – 73 Goal Achievement - 74	Empowering Teachers – **79** Empowered Learners – **80** Goal Achievement - **79**
Rubric: 90-100 Exemplary 80-89 Effective 70-79 Satisfactory 50-69 Needs Improvement 0-49 Ineffective					

2022 Strengths:	**2022 Needs:**	**2023 Strengths:**	**2023 Needs:**
• All our goal areas significantly improved.	**Staff perception is that they develop and have trusting relationships w/student however student perception is not consistent w/that belief* *(Staff will provide guidance and support by connecting to, listening to and providing daily opportunities for student's voice, choice and ownership of learning, the school & family, classroom routines, structures and learning outcomes, culture of the classroom and school)* • Staff will support the development of **positive wellbeing** for students. **We want to provide opportunities and establish situations where students develop a positive outlook about their ability to achieve and have a bright future (student action teams-grades 3-5, classroom communities where students work together to achieve individual, class, grade level and school goals, opportunities to explore interests, share those interests and engage in real world situations/activities, such as service projects, planning school events, speaking in front of others, and opportunities to be curious about the world we live in)* • Staff will help all students establish lead measures and l**earning goals** through daily conversations about learning targets and criteria for success, Collaborative work in the data	• We met LIGHTHOUSE Status • Academics are IMPROVING!	• We need to continue to build on the work we are currently doing w/Student Action Teams • Increase the use of Leadership Portfolios throughout the day in classrooms. • Continue to have a Schoolwide WIG

	teams, and by providing feedback to students about their lead measures and progress toward their goals. *(Staff will guide and facilitate opportunities to set goals, develop and track lead measures, differentiate learning when needed, communicate progress toward goals and help them when they aren't achieving their goals)*		

Conscious Discipline Rubric
2022-2023 Focus Areas

Rubric
1 – **Absen**t: Little or no implementation
2 – **Minimal:** Partial development or implementation
3 – **Good:** General Development and mostly functional implementation
4 – **Excellent:** Full internalized development and implementation

Visual Routines: 3	Power of Perception: 3	
Visual Schedules: 3	Power of Attention: 3	
	Power of Unity: 3	

Strengths:	**Needs:** 2023-2024 Next Steps:
- All areas assessed were scored a 3 16 certified staff and 6 paraprofessionals took the end of year survey. - The CDAT Team agreed with the survey results. - Clear direction for next year with data to support the next steps	Power of Free Will - Skill: Choices - Structure: Picture Rule Cards Power of Intention - Skill: Consequences - Structure: Class Meeting - Provide Booster training about PBIS philosophy. - Provide more frequent opportunities to revisit and practice the expectations, so we develop a shared understanding and common language when reteaching expectations - Develop a common strategy to get students' attention. - Develop a list of 5 common best practices/expectations for great classroom management.

Mobility Rate:	Attendance Data	**Office Discipline Referrals**
18-19: 44% 19-20: 34% 20-21: 38% 21-22: 53% (May 3, 2022) 22-23: 44% (May 1, 2023) **Facts:** 9% less than last year - Entries: 90 students and Exits: 51 = 141 total in/out 323 total students attended HM with 141 either going in or out during the year. 4th grade had the highest number of student mobility with 32 students. 25 of those were native America.	2021-2022: 53% of K-5 attended school at least 90% of the time (Sept. 24 – May 1) 2022-2023: 64% **Facts:** - Increased attendance by 11%! - Average daily attendance was 90% - Native American K attended school 49% of the time. 74% of 3rd graders attended school 90% of the time (highest percent) 54% of 2nd graders attended school 90% of the time.	**2022-2023 = 377** We did not meet our goal. **2021-2022 = 192** *(Intended Goal = 170 We made progress toward goal but did not make goal)* **Facts:** 185 more major referrals this year than last - The majority of the repeated infractions are from K and 1 grade students. - A very high percentage comes from less than 15% of the total population. . **Next Steps:**

• Kindergarten had the lowest with 14 and 100% of those were Native American. • Native American mobility was 87 students, whereas nonnative mobility was 29. **Next Steps:** • Educate parents about the importance of consistency in school. • Support families when they do transition into HM by providing tours of the schools and time for them to ask questions about the school. •	**Next Steps:** • Educate parents about attendance weekly using class dojo and school messenger. • Track the data monthly, post and celebrate successes with students, staff and parents	• Recenter focus on PBIS practices and expectations. • Connect PBIS practices to Conscious Discipline • Establish expectation for frequented areas where there are problems (recess) • Professionally develop our staff who supervise students

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 will continue to use MAP (NWEA) Progress Monitoring for both elementary and middle school levels. This will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district.

All students receive high-quality Tier I instruction with support from intervention specialists, paraprofessionals, and literacy specialist. Staff will provide differentiated instruction during the Tier I and WIN for reading and math instructional blocks of time. Students will be shared between grade level teachers and intervention specialists and given standards driven instruction that supports closing learning gaps. Staff members will provide opportunities for learning that emphasizes practice with independent skills, small group instruction based on learning gaps and opportunities to extend learning. Time each week will be used to perform data team process. Some of the work completed during this time includes but is not limited to data analysis, identifying essential standards, unwrap standard and develop learning targets and criteria for success, set SMART goals, establish common instructional strategies. Title I paraprofessionals will support students during the core instruction, providing a 1:1 support, small group instruction and whole group support which is guided by the classroom teacher.

Horace Mann will implement a multi-tiered system of support for students who are not making the expected growth. Tier I instruction provides opportunities for students to have instruction in both the core instruction and WIN. When students

are not showing success in either of these areas, Tier 2 Strategic support is provided, with parental approval. Strategic support consists of 2 cycles, with a minimum of 6 weeks per cycle and Acadience is used for progress monitoring. When the child is not responding at the strategic level, intensive support begins with parental approval and input. Support at this level includes direct services with a specialized teacher. Materials used for the specialized instruction include Direct Wonders Intervention, 95%, Bridges Intervention, AVMR, and the Leveled Literacy Intervention Kits (LLI), are the different instructional materials used for both Tier II and III. Additional resources used during WIN include: The Next Step forward in Word Study and Phonics, and The Next Step Forward in Guided Reading. All teachers will develop lesson plans and the primary platform will be Planbook.

The intervention specialist, literacy specialist, Conscious Discipline Team (CDAT), Adult Action Team and Lighthouse Leadership Team will develop and execute professional learning for staff.

Adult (Staff and Family) & 3rd-5th Grade Student Action Teams have been created to provide ample opportunities for students to develop their speaking and listening skills, as well to be empowered to learn to lead, practice leading and teach others to lead their own lives through their interests and passions. Below are the action items each Action Team will master throughout the 23-24 school year.

Learning and Modeling Action Team:
- Include students in teaching direct lessons focusing on the 8 Habits of Highly Effective People and add Cultural branch to this action team that includes a HM Cultural Champion.
  Purpose of the HM Cultural Champion: Lead this student action team, co-teach cultural lessons with the RCAS Title VII manager, increase cultural proficiency for staff and students and increase the of Native American cultural lessons incorporated into the daily lessons during ELA. Our students will increase their ability to proficiently incorporate the SD Listening and Speaking standards in all areas of their lives.
  Purchases: Supplies needed to increase cultural proficiency and supplies for teaching 8 habits
- Develop and execute On-Boarding and on-going Training for New Staff
  Purchases: Welcome kits w/HM gear, pencils, bags etc., books for learning, training costs and membership fees for teachers
  In person training for 7 habits
  Training for new staff- 5 minutes at staff meetings to be dedicated to the upcoming focus habit of the week
  Purchases: Train the Trainer training through Franklin Covey, consultant/coaching fees and supplies for staff who will become the trainers

Shared Leadership Action Team:
- Service-Learning Projects Service-Learning Projects empowered and initiated by students with reflection on the impact.
  (Purchases: Incentives for classrooms/grades that donate the most etc.)
- Additional Student Leadership Roles through student voice throughout the school and update new roles frequently.
- (Purchases: bag tags for payment and symbol of leadership roles, Vests, backpacks, leadership t-shirts for leaders to wear/use while performing leadership duties)

Achieve Goals Action Team:
- Execute the implementation of the 4 Disciplines of Execution for students and staff (1 – Wildly Important Goal, 2-select a lead measure, 3-create a compelling scoreboard, and 4-have a system of accountability)
- Create and maintain a Lead Measure Scoreboard and a WIG Scoreboard
- Monitor and Celebrate progress in learning with a focus on math, reading and SEL.
  (Purchases: Lead Measure Celebration supplies-games, art supplies, tokens of achievement, snacks, and awards and rewards for reaching academic and SEL goals)

Empowering Instruction Action Team:
- All K-5 students will update and use leadership portfolios daily and intentionally.
- Adult Action Team: Develop professional learning and boosters training to help staff become proficient with the 13 behaviors of trust
  (Purchases: 3-ring binders, certificates, achievement awards, dividers)

Creating a Leadership Environment:
- Deposit in the emotional bank account of staff and students by celebrating birthdays, providing attendance incentives, having dress up/spirit days, appreciation days, etc.
- Create a physical school environment which represents our mission statement; learning, leading and family.
  (Purchases: supplies for art, culture and games, pompoms, awards for achievement, light meals, birthday books, pencils, and small prizes for students, spirit wear for our school family, Contract with an artist in residence to lead art and cultural lessons, paint murals w/the help of students to showcase our school pride, our cultures, mission statement and spirit)

Family and Community Engagement:
- Students become the primary leaders, designers, and innovators for school events and annual traditions.

- (Purchases: light meals, supplies for engagement, awards for participating, math and reading supplies for practice at home, games for increasing language development and communication)
- Partner with families as a learning team to support academic goals and the whole child development.
- Plan and run our HM School Store
  (Purchases: School Supplies that are engaging and fun for students, such as: special crayons, markers, highlighters, erasers, binders, school spirit wear-socks, t-shirts, bags)

In addition, all HM students will earn Hornet Tokens and/or Class Dojo points consistently throughout each day by demonstrating safe, responsible, and respectful behaviors throughout the school setting. The PBIS framework will guide our work when determining what safe, responsible, and respectful looks and sounds like in our school (classrooms and the other high traffic areas). It is our goal to ensure all staff and students understand what is expected, use a common set of language stems when working with students and share the same understanding of how we address our students when situations arise. K-5- graders learn and apply the 8 habits, Conscious Discipline content and the expectations for classroom and other high traffic areas throughout HM.

The Tier II Behavior Team (BT) is comprised of our dean of students, administrator, counselor, intervention specialist, guardian and any additional staff linked to the specific student we are supporting. The team will review data and implement more intensive support which addresses behavior and/or attendance. Once a student enters the RTI process, BT meetings will take place every 6 weeks. Any time the behavior team adjusts strategies within the plan the parent will be contacted.

Attendance continues to be an area of need at HM. 64% of our students attended school at least 90% of the time. This increased 5% but due to the continued need to improve we will continue to implement a celebratory breakfast for families who have their students in attendance at least 90% of the time per quarter.
Those students missing 3 or less days per quarter will earn the reward with their family.
- Quarter 1: Aug. 22-Oct.13 - 33/36 days present *(Celebratory breakfast on Tues. Oct. 17, 2023)*
- Quarter 2: Oct. 16-Jan. 3 – 36/39 days present *(Celebratory breakfast on Tues. Jan. 9, 2024)*
- Quarter 3: Jan. 4-Mar. 8 – 37/40 days present *(Celebratory breakfast on Fri. March 15, 2024)*
- Quarter 4: March 11-May 7*(Celebratory breakfast on Fri. May 10, 2024)*

Other incentives we will provide are "because you are here….."These include: field days, treats, field trips, extra recess, extra art etc.

To increase the number of instructional minutes we are moving our breakfast from 8:00-8:15 to 7:40-8:00 w/ instruction starting at 8:00 am. All students arriving between 8:00-8:05 will be provided with a prepared breakfast from the office.

Conscious Discipline (CD), Leader in Me (LIM) and parent-child home connections are three concepts we focus on at Horace Mann. These concepts are not just for schools, they also help strengthen connection between home and school.
- **Leader in Me:** 8 Habits of Highly Effective people are tried and true values. Families at HM are encouraged and welcomed to participate in our lighthouse team, action teams, and family events. By including them in our leadership and action teams, it helps ensure their voice is heard so they feel as though they are a contributing member of our school family. This year we plan to expand opportunities for families to learn, support at school and provide practice with math facts (+, -, X, /) at home.

- **Parent Connection** –
  MATH - Kindergarten: Count to 100 and addition and subtraction with manipulatives/concrete objects through 20, 1st grade addition and subtraction through 10 and through 20 with manipulatives/concreate objects, 2nd grade addition and subtraction through 20, 3-5 grades multiplication and division facts through 100
  ELA – High Frequency Words and Word Families for spelling. The word lists will be differentiated and focus on the words the child needs at that specific time.

  Parents will be invited to participate in planning, executing family engagement events, fundraisers, learning celebrations, throughout the school year. Families want to contribute to their child's education and school family by providing items for family and classroom celebrations/events, helping with learning at home and a few are interested in planning and volunteering at family events.

The Title I funded intervention specialist (1 FTE Title I) will focus on providing some strategic and intensive interventions with students in grades K-5. The role of the Title I funded paraprofessionals (3 FTE) will focus on providing instructional support during core instruction and during reading and math WIN for Kindergarten and 1st Grade. Paraprofessionals will provide instructional support in the classroom which is guided and determined by the classroom teacher. All lessons will be developed by certified staff and include learning targets and criteria for success and a cognitively engaging strategy. Paraprofessionals will use on-going progress monitoring which will provide feedback to the teacher, as to how well the

students is progressing toward the learning goals. Paraprofessionals supporting during core instruction will know and understand what the learning target is and how the students and teachers/support staff will know whether criteria for success have been successfully reached. Paraprofessionals will participate in professional learning, as needed, and will occasionally attend the data team meetings upon request by the teacher team. The work at the data team can include but is not limited to, input about student progress, instructional strategy professional learning etc.

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/Evaluation:
- Measurable Results Assessment (MRA)
- Acadience - Grades K-2 Math & K-5 Reading
- Acadience Progress Monitoring for Reading and Math – RTI
- Bridges Math Progress Monitoring-RTI
- NWEA MAP Growth for Literacy & Math Grades 3-5
- Reading WIN Screener – K-2
- Math WIN Screener -K-1
- Pre-Assessments, Post Assessments and Common Formative Assessments (CFA's) in Math (McGraw Hill – newly adopted material)
- Pre-Assessments, Post Assessments and Common Formative Assessments (CFA's) in Reading (McGraw Hill – Wonders)

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:
As noted in Component 2 and based on the demographics and data, all students at Horace Mann are potentially at risk. Due to this, the strategies mentioned below will be like those mentioned in component 2. The following will be implemented during the 2023-2024 school year:

- Data Cycles in both Tier 1 and Tier 2 instruction. Tier 1 data cycles will be based on grade level standards. Tier 2 data cycles will be based on MAP and Acadience data as well as progress monitoring probes created from reading and math progressions. Data Cycles will provide data that will support both intervention and extension for students needing it. Due to the student achievement, we have achieved during the 2022-2023 school year we have determined it to be necessary to continue to keep a math focus for the weekly data team process. We look to increase student achievement even more by expanding our work to include Kagan Cooperative Learning Structures, the Rigor, Relevant and Engagement components/rubrics, vertically aligning what is determined to be our essential standards, professional learning, collaboration during data teams, professional practice goals, practice, reflection, and feedback through learning walks, progress monitoring and observation.
- WIN time will be scheduled for both reading and math and will be considered sacred time. All students will have their scheduled WIN time at least 4 days per week.
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- Additional professional development will be provided to teachers regarding best practices in instruction, lesson development, differentiation and the use of district and building approved curriculum resources, SEL-Conscious Discipline, Leader in Me- Academics-Goal Setting (4DX), Conferring using leadership portfolios, Culture-13 behaviors of trust, and Leadership-best practices when teaching students the listening and speaking standards.
- Paraprofessionals will be provided professional learning in PBIS, SEL-Conscious Discipline, 7 Habits, best practices for instruction, SEL-Conscious Discipline, Leader in Me- Academics-Goal Setting (4DX), Conferring using leadership portfolios, Culture-13 behaviors of trust, and Leadership-best practices when teaching students, the listening and speaking standards. and by using train the trainer paraprofessionals will deepen their understanding and ability of incorporating Kagan Structures into small group lessons.
- LTRS training will be whole group lessons will be utilized daily in grades K-2. To help students in math, daily, 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.
- Advantage Math Recovery (AVMR) professional learning will be used planning and instruction in the classroom, intervention, and special education. When students are not learning, AVMR helps teachers strategically identify next steps so all students remain on a continuous projection of learning. Teachers in their 2nd year at HM will be provided Course 1 of this training and Teachers in their 3rd year will be provided Course 2 of this specific training. All staff at HM will be fully trained by the conclusion of their 3rd year at HM.
- An online district and building approved, supplemental math resource will be utilized in grades K-5. (K-2: HM McGraw Hill and 3-5 Math Accelerator)
- Google Classroom will be used to provide a blended approach for learning and practice in the core components of math and literacy.

- Teachers engage in Micro-teaching using Swivl Pro Account, iPads and Swivl to record instruction to participate in coaching through a contracted professional from Black Hills Special Services (BHSS). The coached group(s) will use micro-teaching to observe, reflect and refine instruction through micro-teaching guided by a contracted coach. Focus areas of instruction will align to our building improvement plan and school goals.
- The Building Leadership Team (Lighthouse Team) will analyze and monitor data and will assist in providing professional development regarding Horace Mann's specific action steps and goals.
- Horace Mann's PLC and Activities Schedule/Calendar will be created for the 2023-2024 school year.
    - a) Math Data Team/Cycles – weekly
    - b) Reading WIN Data Cycles- twice per month
    - c) Math WIN Data Cycle Schedules – twice per month
    - d) School goal progress monitoring - Quarterly
    - e) PBIS/CD Schedule for analyzing behavior data and discussing interventions.
    - f) District Assessment Schedule
    - g) Math, Reading, and Writing Unit Pacing Schedule
    - h) Family Engagement Schedule (day and evening events)
    - i) Lighthouse Team Schedule for the 2023-2024 School Year
    - j) Professional Development Schedule related to the 4 components within this Schoolwide Improvement Plan.
- Family engagement activities will be offered throughout the school year. These family engagement opportunities will include activities related to culture, math, STREAM, and arts. Participation/attendance data will be collected regarding family engagement activities.
- All HM teachers will be trained in days 1-3 of the Kagan Cooperative Learning Strategies by July 8, 2023. A coach from Kagan will work alongside the teachers at least 8 times throughout the 23-24 school year to provide in-the-moment coaching, feedback, and support to teachers which will increase the cognitive engagement of our HM students in all grades. Additional training from Kagan, that will improve the teacher's ability to create and provide lessons with high levels of student engagement will be provided, on a readiness basis.
- Increasing student's cognitive Engagement and the Rigor of lessons are two significant areas of need at HM. A coach from Solution Tree will be contracted to help increase the administrator's ability to provide clear and concise feedback using both the rigor and engagement rubrics.
- Conscious Discipline is established at HM, new teachers/staff will be provided on-going and new professional learning through staff meeting boosters and other professional learning opportunities. The previously added structures from the 2021-2023 school years will be considered expectations(tight expectations and new staff will receive the professional learning to ensure they also develop the understanding and implement previous structures and skills), continued and we will build onto what has already been established this year. Teacher and student surveys will be used as one data piece regarding the effectiveness of Conscious Discipline Implementation. Specific components on the Conscious Discipline Rubric will be completed 3 times per year through survey collection and during collaboratively by the CDAT team. Professional learning about PBIS and its overarching philosophy will also be part of our professional learning during the school year. A quarterly review of Behavior referral data will also be analyzed and used to determine the next steps in learning.
- Schoolwide Safe Places will be available for staff to take students to if they need a place outside of the Safe Place in the classroom to calm and regulate.
- In grades Kindergarten – 2nd grade students develop a deep understanding the 8 Habits of Highly Effective People, learn about our brain and how it works, our emotions, have daily opportunities to practice self-regulation, and learn to work together as a class family and in partnerships throughout the day, however specific lessons are taught during leadership/circle up time in the morning. Direct instruction, guided practice, inquiry, and feedback are strategies teachers use to ensure learning occurs.
- In grades 3-5, we will use an integrated approach to build on their knowledge of the 8 Habits of Highly Effective People, LIM paradigms, understanding emotions, self-regulation, and their ability to work collaboratively with others to develop, plan and execute school activities and events are our focuses for the year. A combination of direct instruction, opportunities to practice while experiencing real-world opportunities and working collaboratively are the strategies teachers/staff will use to ensure learning occurs. Student Action Teams are the vehicle used to empower our students to take the lead of their own lives, learning and leadership by applying the 8 habits of healthy people into real world work that benefits our school family and the community in which we live.
    The work students engage in collaboratively with teacher leaders and their team include, Developing proficiency with public speaking, teaching the 8 habits and cultural lessons to k-2 graders, creating and sharing the plans for leadership portfolios in the classroom, student-led conferences, leadership portfolios, Developing schoolwide scoreboards that track our lead measures and progress toward Wildly Important Goals, create and plan WIG and Lead Measure Celebrations, and lead measures and student family engagement events, service

learning projects, creating and sustaining leadership role/jobs by interviewing and hiring student leaders for these roles, creating a leadership environment by designing and leading assemblies, making bulletin boards, legacy projects for 5th graders, celebrating birthdays for staff/students, etc.

- Professional Development will be determined based on the Schoolwide Title Plan and district initiatives. Feedback will be collected and analyzed regarding the professional development opportunities provided to teachers. • District level RCAS Well Rounded Schools staff will help with family engagement and social, emotional learning opportunities for students and families.
- Professional Learning Communities are a central focus for RCAS and the way we do things at HM. To ensure a shared understanding of the overarching beliefs and learnings, all new staff along with a leader will attend a PLC Institute during the 2023-2024 school year.
- Data teams for math and reading WIN twice per month during collaborative planning and data teams. The HM schedule provides an opportunity for a fourth special to occur for every classroom. The bonus specials will include extra STREAM, PE, and/or Music. Our specialist teachers for each will provide lessons to all K-5 students on a rotating basis. This time provides elementary teachers time to effectively collaborate using the data team process for math, reading and WIN. Grade level teams determine essential standards, unwrap the standards, develop learning targets, criteria for success, SMART goals, develop common formative assessments, score the assessment, monitoring student learning, and plan for instruction. Incorporating a system like this provides built-in time for peers to establish a common language and shared understanding of instructional strategies, model and describe the strategies, reflect, and develop instruction collectively.
- To provide time for curriculum mapping, additional data cycles, planning and data analysis, an outside agency will be contracted to provide students opportunities to extend their understanding of the engineering process and experiences with STEM learning.
- The Lighthouse Team, which is comprised of our Action Team leaders will meet weekly to review school goals, celebrate progress, monitor the progress of our outlined strategies and priorities, plan for professional learning, and address other school needs. This meeting will take place outside of the contracted hours and leaders will be provided additional pay for their work on this team. Staff developing and leading professional learning will be given additional pay for preparation of the professional learning.
- The Math Leadership Team is comprised of 6 grade level teachers (one from each grade), principal and dean of students. They were responsible for determining essential standards in the area Math, developing a professional learning plan for rolling out the plan and continuing to support the plan throughout the school year. These staff members will be provided with additional pay for their time and the development of Professional Learning for others.

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/Evaluation:
- Data Cycles – data analysis protocol and data team process
- Unit Assessments Math
- Work samples
- Lead Measure Data
- Professional Learning notes and agendas
- Reading WIN Screeners – PA/Phonics (all students instructionally reading below and TRL J)
- Measurable Results Assessment (MRA)
- NWEA-Map Growth Grades 2-5
- Acadience – Reading and Math Grades K-1
- Office Discipline Referrals (ODR)
- Classroom Walk Throughs and evaluations
- Teacher Student Learning Objectives (SLO)
- Attendance Data
- Tier 2 behavior documentation from counselors and social worker ♣ Tier 2 Check in/check out data ♣ Attendance documentation at family engagement activities
- Additional artifacts collected include PLC Calendar, Leadership Team Calendar, Action Plan (with continual updates), Leadership Team Agendas, PLC Notes/Agendas/Data Cycle Documents, and artifacts from 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:
Within our district's strategic plan, the Well-Rounded Schools framework begins with the overarching framework of Positive Behavior Intervention and Supports (PBIS). Below this there are 3 different areas including one specifically for Elementary Schools. At the tier I level all elementary schools will provide student learning and professional learning in Conscious Discipline, Restorative Practices and Sandford Harmony lessons. An additional resource HM will incorporate is the 7 Healthy Habits (Leader in Me) which is an additional resource approved by the RCAS district.
At HM we provide a tiered system of support for students with social and emotional needs. The strategies we incorporate are, professional learning opportunities during staff meeting which deepen our staff's understanding of, strengthen the implementation of skills and strategies and provide opportunities for guided practice when learning new skills. In addition, staff have had several opportunities to observe colleagues during the Brain Smart Starts, deepening their understanding of teaching students to be assertive, the Power of Unity through class meetings and the Power of Free Will through the incorporation of choices. In addition to Conscious Discipline, we will develop a shared understanding and common language used when addressing students who are not meeting the established expectations. There will be on-going professional development during early release, staff meetings and other professional development days.
As earlier stated, parents will be invited into the school once per month for a Family Chat. During the Family Chat, the principal will teach a quick lesson that focuses on Conscious Discipline, 7 Healthy Habits, Goal Setting and time for families to ask questions.
 Additional strategies incorporated in the HM support systems, which support the development of the Well-Rounded Schools:

- Work collaboratively with our Behavior Management Systems Counselor (BMS) to provide 1:1, family, and small group counseling weekly for students in need.
- Our school counselor will provide monthly social and emotional lessons for all students using Sandford Harmony
- The school counselor will work with small groups of students throughout the year, to address specific needs identified by the families, school and/or students.
- SAIG groups will be provided for all students who enter the RTI behavioral process.
- Include all staff, parents (who are interested) and all students in grades 3-5 on the 6 action teams.
- Determine, communicate, and encourage learning at home by having parents practice math fact and spelling/writing high frequency and word families at home for homework.

- Additional homework will be included for students in grades 3-5. If a student is unable to complete the homework at home due to extenuating situations, we will provide additional time (and support if needed) 30 minutes after the school day.
  - Review the Title I Plan at the Back-to-School Kahoot! (Sept. 21, 2023)
  - Review and monitor the parent/student/school compact at least every 40/45 days of school (Nov. 10, Jan. 30, and March 5)
  - Provide frequent opportunities for families to volunteer, celebrate and participate in their child's education during the day and in the evening.
  - Communicate progress toward class and individual goals via progress reports.
  - Communicate progress toward classroom, grade level and school goals via Class Dojo as a class, grade level and school goals at least monthly.

Parents are an integral part of our school family and need to be connected to the daily lives of their children when at school. Parents are welcome and encouraged to participate in helping us support the development of their children. Because we want to focus on developing a well-rounded child, we offer many opportunities to engage and participate in family events throughout the school year. An addition to the list of opportunities for families. The RCAS Well-Rounded School Specialist will help us develop our FACE plans and help us strengthen and develop stronger connections with our families and community. The Well-Rounded School Specialist will continue to be an active member of our Adults Learning and Modeling Action Team, as well as assist our school by collectively planning and facilitating Family Engagement events.

A few of the parent engagement events include Leadership Day, which is a day we celebrate our students by showing how they are leaders, the purpose of being a leader and the way the help teach others to lead. During the 2023-2024 school year we will host at least 4 family engagement events which include learning about cultures, math, STEM, and reading.

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/Evaluation:
- Attendance Data
- Classroom walk-throughs and evaluations
- PBIS Data
- Tier 2 and 3 behavior documentation
- Measurable Results Survey (1x per year 4/5 graders)
- Student surveys their social and emotional well being (2x per year – fall and winter for grades 4/5)
- Conscious Discipline Rubric – Skills and Family Component
- Community Partnerships
- Artifacts/attendance record from Family and Community Engagement Events
- HM School Family Leadership Opportunities about RCAS and HM initiatives, such as LIM, CD, Math practice, and other topics