

2024-25 School-wide Title One Plan : River Cities High School, WRPS

Throughout this process, we invite you to use a multi-perspective lens around the following considerations:

- All Students: English Learners (EL), students experiencing homelessness, GT

Component 1: Comprehensive Needs Assessment	Who was involved (stakeholders) in the needs assessment process?	<p> RCHS teachers and leaders Pupil Services team members Parent Involvement Team RCHS student(s) </p>
	When did the needs assessment take place, one time event, over time, etc.	Over the course of the year: September 2023 and ongoing
	Have you reviewed the school/district Mission/Vision?	Yes
	How was the comprehensive needs assessment conducted?	<p> We will use behavioral and academic data from Fall 2023, parent survey, and teacher recommendations. This will be updated with a review of behavioral and academic data in January 2024. </p>
	<p> What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data? What are the GAPS that were uncovered by looking at the 4 types of data? What are your areas of priority? </p>	<p> Our data indicates that students who have a high ACEs score have the highest need. These students are provided individualized assistance with mental health and instruction based on their needs. </p> <p> The largest area of need is reading performance and math which are based on SRI (Scholastic Reading Inventory) and STAR Math scores. Both areas show weakness and resources are provided, yet foundational reading skills and comprehension strategies are the highest priorities. </p>
	How are the school goals connected to priority needs and the needs assessment? It should be clear that a detailed analysis of multiple types of data was conducted to select the goals.	The school goals are based on the data and review of student needs. Social-emotional learning and career readiness are the foundations for our program.
	How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?	The nature of the plan provides both for intervention and enrichment, thus meeting the needs of all students. The counseling services, small class sizes, and relationships

	How is the school addressing ALL students within the objectives, strategies and activities of the goals, and how is the school going to address those students who are farthest from the standards?	with teachers address many of the additional needs. The plan addresses the need for maximizing Tier 3 interventions while also increasing and strengthening Tier 1 through both co-teaching and collaboration.
	What is the teacher turnover rate for each school over time?	The teacher turnover rate has been minimal in the past, but with a retirement in 2019, and the transfer of our reading specialist at the end of 2019-20 school year, we have had two new teaching staff out of five. The other three have been at RCHS between 13 and 17 years.
	How do the poverty rates compare for each school?	RCHS has a poverty rate of 86% compared to the district average of 53%. (based on the 2022-23 district data)
	How does the LEA oversee each school's schoolwide plan implementation and annual review?	District Level Meetings The Director of Curriculum oversees the plan in collaboration with the Secondary Literacy Supervisor.
Component 2: Schoolwide Reform Strategies	What are the methods used in each school to strengthen the core academic program, as well as to increase the amount and quality of learning time?	RCHS teachers consistently analyze and monitor the effectiveness of our programs and curriculum and make updates and changes as needed. In addition, we monitor the amount of time that students are productive and seek to provide the conditions under which they seem to be the most successful.
	Describe strategies for meeting the educational needs of students who are failing or who are most at risk of failing the state's challenging academic achievement standards	Teachers meet weekly to collaborate on academic and behavior data and make plans to address students' needs. If further intervention is warranted, the student may be referred for a Tier 2 or Tier 3 intervention or other services deemed appropriate. A reading and math interventionist provides individual, small group, and collaborative interventions where appropriate.
Component 3: Instruction by Highly Qualified Staff	Do all of your paraprofessionals meet the ESSA requirements for highly qualified professional staff? If not, how will they achieve them?	Yes, all paraprofessionals meet the ESEA requirements for highly qualified professional staff.

	Do all of the teachers on your staff meet the ESSA requirements for highly qualified professional staff?	All professional staff employed by the Wisconsin Rapids Public Schools District meets the requirements of “highly qualified” teachers under ESEA.
Component 4: Strategies to Attract Highly Qualified Teachers	What specific initiatives has your school implemented to attract high quality teachers?	The Wisconsin Rapids Public Schools District uses a variety of strategies to attract highly qualified staff. When staff openings occur, principals and program coordinators use a thorough recruitment, interview, and background process to assure quality candidates are selected for positions.
	What specific initiatives has your school implemented to retain and sustain the level of high quality teachers?	<p>The District offers a quality mentoring program to support teachers within their first three years in the District. During the first year, monthly Initial Educator sessions are held on various topics to provide information and support to new staff.</p> <p>Wisconsin Rapids Public Schools District encourages professional development and a culture of professional learning exists within the District. Numerous professional development opportunities are provided for all staff and professional growth is encouraged among all staff.</p> <p>RCHS’s effort to retain highly-qualified teachers includes empowering teachers to have a voice in their school. The inherent teacher-leadership models help to increase the dedication and involvement in the school process.</p>
	What information can you gather in regards to staff perception of your school?	RCHS leadership has asked for feedback from staff regarding what they feel is going well and what RCHS can improve upon.
	What types of policies would be effective for addressing the shortage while also maintaining or improving teacher quality?	<ul style="list-style-type: none"> ● Recruiting student teachers and interns through partnerships with university career services ● 3-year Mentor/New Teacher program ● Training and professional development opportunities
	What policies and practices might reduce teacher turnover?	<ul style="list-style-type: none"> ● 3-year Mentor/New Teacher program ● Professional development opportunities ● Teacher Compensation Plan

		<ul style="list-style-type: none"> ● Professional Development days at the district level ● CII process ● PLC models
<p>Component 5: High Quality and Ongoing Professional Development</p>	<p>Describe the professional development/learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.</p> <p>Consider what you are including in the ACTIVITIES of your goals.</p> <p>Pay close attention to the issue of P.D. being “ALIGNED” to the C.N.A.</p>	<p>Mental Health and Behavior Summit The focus was on mental health issues and their symptoms to help teachers better understand and assist our students. In addition, ACEs (Adverse Childhood Experiences) and the effects on our students was another focus. We learned about ways to help students cope with their challenges and how to help them be successful in the future.</p> <p>AODA (Alcohol and Other Drug Abuse) We continue to attend conferences about drugs, their effects, and how we can best support those students who face addiction or have friends or family that are struggling with addiction.</p> <p>NAREN (National At-Risk Education Network) The focus is on how to promote the success of at-risk youth in our school, and how we, as teachers, can receive support in the process.</p> <p>Trauma Informed Classroom The aim of a trauma-informed classroom is to infuse an understanding of the impact of trauma and adverse life experiences on students into the classroom. We aim to help students handle stressful situations and build relationships with each one.</p> <p>Professional Learning Community To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.</p> <p>Social Emotional Learning We define social and emotional learning (SEL) as an integral part of education and human development. SEL</p>

		<p>is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p>SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (Casel.org)</p>
	<p>Describe how this professional development is “sustained and ongoing.”</p> <p>To illustrate this, describe the p.d. that will be continued from one year to the next and the p.d. that will cycle. Describe the P.D. that is carried on over the course of the year on a given initiative.</p> <p>The point is that “one shot workshops” is not considered “sustained and ongoing.”</p> <p>Don’t overlook coaching and other forms of embedded P.D.</p>	<p>RCCHS’ professional development is sustained and ongoing as we have incorporated these goals for several years and continue to refine the offerings based on the needs of the students and staff. Each goal is based on data review and then we plan activities that align with the comprehensive needs assessment. Collaboration is key for professional development at RCCHS.</p>
	<p>Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).ESEA Section 1118 (e) 1-5, 14 and (f)</p>	<p>Staff provide parenting material on our website and newsletters. Families receive information through email, Skylert messages, mailed letters, Facebook, the website, personal phone calls and home visits as</p>

		<p>needed to best serve families. Families will all be invited to open house events where they can be a part of their child’s learning community.</p>
<p>Component 6: Strategies to Increase Parental Involvement</p> <ul style="list-style-type: none"> ● Link ● Sample School 	<p>Describe how parents are (will be) involved in the design of the schoolwide plan.</p> <p>How did parents have a VOICE in the schoolwide plan? Have you included parents in other areas regarding “stakeholders”?</p>	<p>Our staff created a parent survey that is sent digitally. We gather their input on what they feel are the needs at our school. Our Title 1 Parent Involvement Team includes a parent liaison representative who is a voice for parents in our building.</p>
	<p>Describe how parents are (will be) involved in the implementation of the schoolwide plan. Consider the 10 Schoolwide Components and the role the parents COULD play in each one.</p> <p>In what way can parents help you to carry out the schoolwide plan?</p>	<p>Parents will be involved to support the schoolwide plan with frequent communication between home and school about student academic progress and post-high school planning. Family Nights are also opportunities for showcasing our learning experiences at RCHS. Parents will have an ongoing voice through the Parent Involvement Team to support the implementation of the schoolwide plan.</p>
	<p>Describe how parents are (will be) involved in the evaluation of the schoolwide plan. Be consistent with other areas where you discuss parents as stakeholders in the evaluation of the plan and SW program.</p> <p>Are the parents satisfied with what has been offered to them? How will their input be used to improve the schoolwide program? Share the COLLABORATIVE development of the compact (parent and staff).</p>	<p>Evaluation data will be gathered through Family Nights, Conferences, the Parent Involvement Team and surveys. The process will be dynamic in that parent input will be brought back to the RCHS Title 1 Team and considered for additions or changes as we develop and implement the plan.</p>
	<p>Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? Yes or No. If NO, explain WHY.</p> <p>Include a copy of the school level parent involvement plan</p>	<p>Yes</p> <p>RCHS Family Involvement Policy</p> <p>RCHS Student, Teacher, Parent Compact</p>
	<p>Describe how the school is carrying out the activities for building capacity for involvement—describe HOW each of</p>	<p>1. New student orientation, student/parent/teacher interviews, family nights, and newsletters will be used to</p>

	<p>these is taking place:</p> <ol style="list-style-type: none"> 1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child’s progress and how to work with educators 2. Provide materials and training for parents 3. Training for school staff on the importance of parent involvement 4. Coordinate with parent involvement in other programs in the school 5. Provide information in a format that is understandable to parents <ul style="list-style-type: none"> ○ 6. Provide other reasonable support as requested 	<p>share information on standards and Title 1 programming. Conferences will assist with sharing and monitoring student progress as well.</p> <ol style="list-style-type: none"> 2. Materials and training through interviews, orientations, conferences, family nights, newsletters, and our website. 3. Training for school staff will take place during staff meetings. 4. Coordination will take place with our Parent Involvement Team to assure there is alignment of school programming and student needs. 5. Use of our school Facebook page and Skyalerts will be used that are more accessible to our families
	<p>Describe how you handle each of these parent groups: accessibility for disabled parents, LEP parents, parents of migratory children.</p>	<p>Our entire staff assists with removing barriers for families who are needing additional accessibility. We also coordinate with local organizations and resources to assist families with a variety of needs.</p>
Component 7: Transition Strategies	<p>In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?</p>	N/A
	<p>What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?</p>	N/A
Component 8: Teacher Participation in Making Assessment Decisions	<p>What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?</p>	<p>The action teams use a variety of data resources to measure the efficacy and success of the strategies implemented. The staff meets several times throughout the year to analyze this data and identify and prioritize concerns.</p>
	<p>How do teachers provide their input into the decisions regarding the use of school-based academic assessments?</p> <ul style="list-style-type: none"> ● How are assessments to be used selected? ● What decisions are made based on the assessments? ● How is assessment information shared? <p>How are teachers involved in student achievement data</p>	<p>Teachers collaborate frequently to determine which assessments best measure the learning of their students. They work collaboratively with the intervention and special education teachers to determine accessibility and appropriateness. Adjustments to instruction or intervention are determined based on the results and staff are constantly in communication about</p>

	analysis?	daily progress.
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	What tools does the school use to evaluate the efficacy of their strategies implemented for their schoolwide program?	The school uses frequent collaboration to evaluate the efficacy of our programs. These include using our staff meetings to review implementation and results as well as collaboration with administration and our Parent Involvement Team.
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources		<p>The District's ESSA Consolidated Plan describes the actions and strategies for Title II and Title III.</p> <p>These federal funds, aligned to the goals/guidelines for the particular Title, are integrated to provide resources for District initiatives. When possible, more than one funding option is used to reach goals.</p> <p>Professional development opportunities occur with support from a variety of funding sources including local funds and Title II funds.</p>

Link: compacts, parent involvement policy