

Title I Schoolwide Plan

Rutland Middle School Meaghan Marsh

School: Rutland Middle School

LEA: Meaghan Marsh

Date created/Date last revised: May 30, 2024

School SWP Contact: Meaghan Marsh

1. Parent and Stakeholder Involvement

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

[RCPS Strategic Plan](#)

[Strategic Plan Implementation Guide](#)

Optional Stakeholder Involvement Chart:

Stakeholder Name	Stakeholder Role/Title	Type of Involvement
Rob Becker	Principal	Created
Meaghan Marsh	Associate Principal	Created
Abby Bennett	Director of Student Engagement	Created
Katie Geno	Teacher Leader/ Social Studies Educator	Created
Ollie Brown	Teacher Leader/STEAM Integrationist	Created
Kim Adams	Teacher Leader/ Special Educator	Created
Lisa Boerner	Teacher Leader/ Special Educator	Created
Erica Coloutti	Teacher Leader/ School Counselor	Created
Sara Borkowski	Parent	Reviewed Goals & Plan
Chanda McCarthy	Parent	Reviewed Goals & Plan

If you would like to be added to this school's SWP Planning Committee, please contact Meaghan Marsh.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

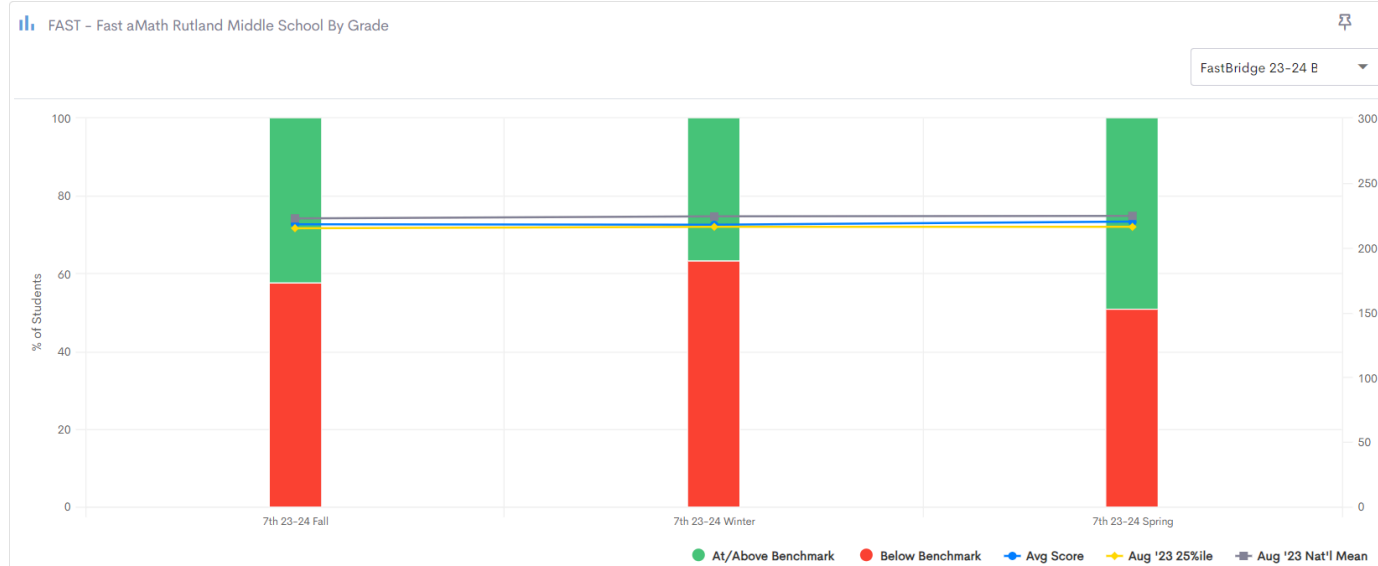
RCPS Strategic Plan Priority Area 1: Teaching and Learning

1) Increase school wide math scores by 5%

7th Grade Math Scores: 51% of our students were not meeting proficiency.

FAST - Fast aMath Rutland Middle School By Grade

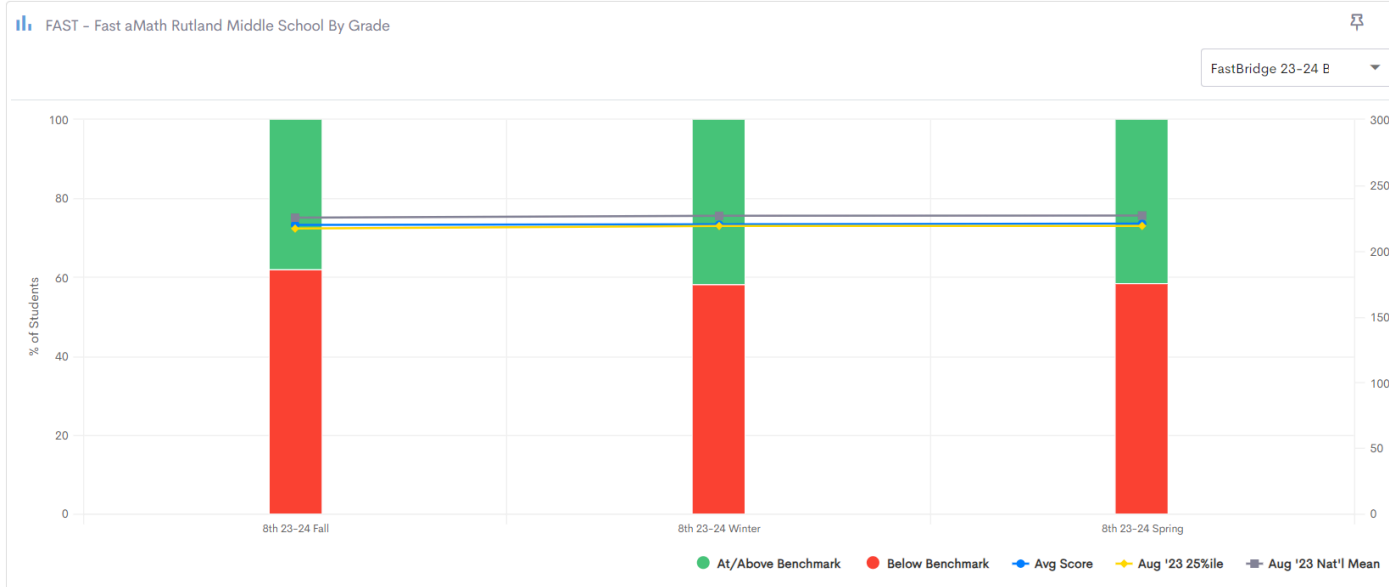
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8th Grade aMath Scores: 58.6 % of our 8th Grade students were not at proficiency.

FAST - Fast aMath Rutland Middle School By Grade

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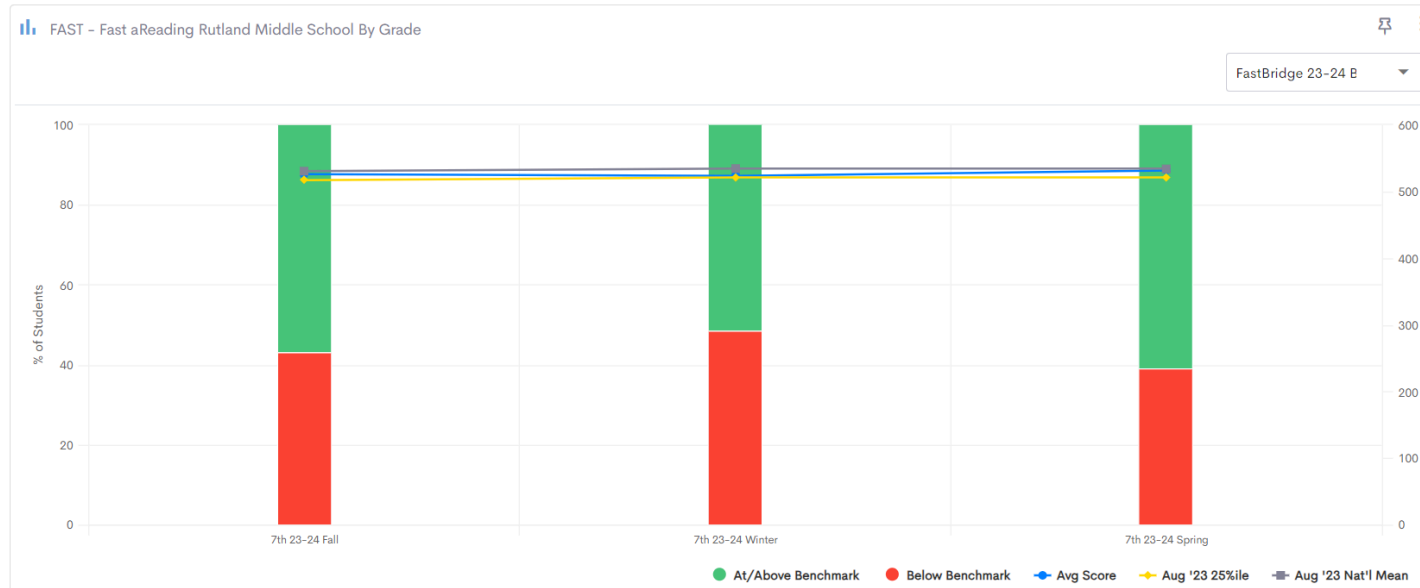


2) Increase school wide reading scores by 5%

7th Grade aRead Scores: 39% of our students were below proficiency

FAST - Fast aReading Rutland Middle School By Grade

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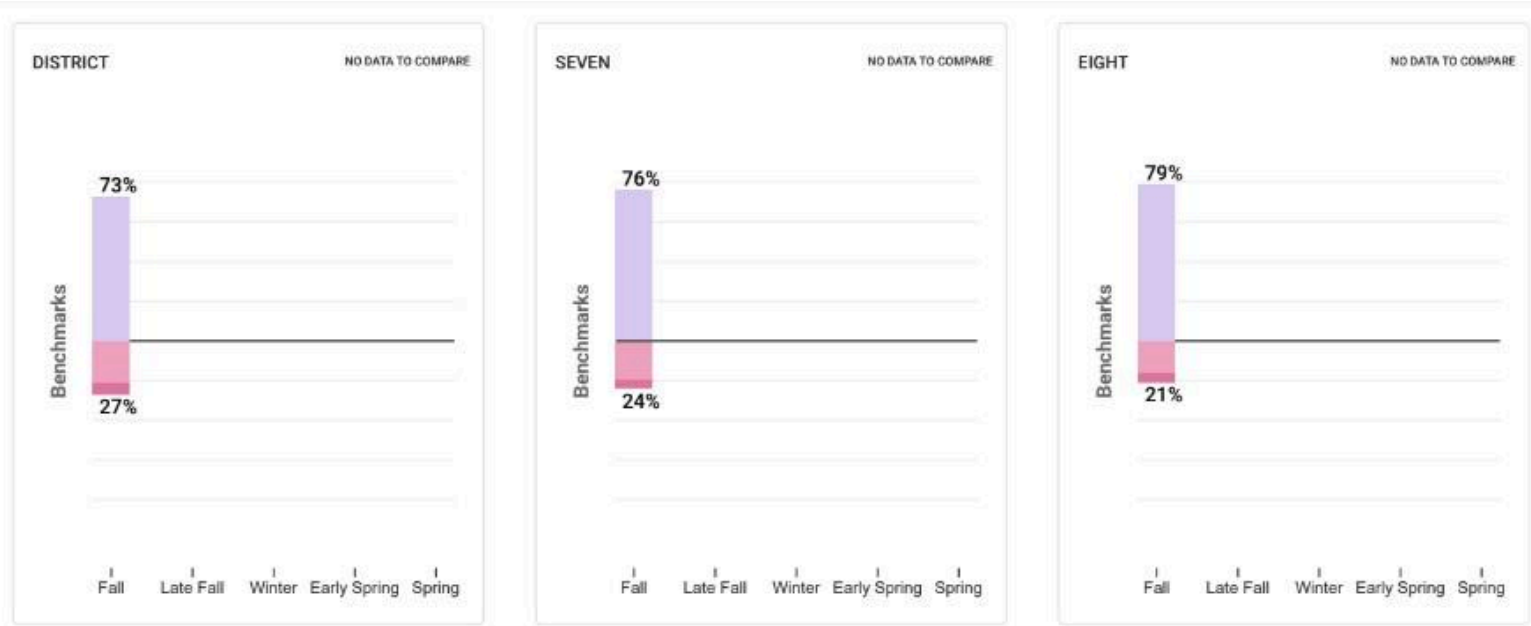
8th Grade aRead scores: 39% of our students were below proficiency.

Overall Data Below Proficiency Data:

8th Grade aRead	39%	8th Grade aMath	58.6%
7th Grade a Read	39%	7th Grade aMath	52%

RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities

1) Improve student relationships, collaboration and empathy. 62% of our students reported that RMS students treat each other respectfully. 64% of RMS students report that feel proud to be an RMS student. On our SAEBRS, 27% of our students self-reported their emotional well-being in the some risk to high risk range.



RCPS Strategic Plan Priority Area 3: Resources for Success

1) Cultivate community resources to increase daily attendance.

Our student population in the 2023-2024 school year was 244 students. 42 students (18%) missed over 20 days of school. Of those students, 70% were females 20% were non caucasian and 23% were students on plans of assistance such as Individual Education Programs or 504 Plans.

Subgroup	Total Number	Percentage
Males	13	30%

Females	30	70%
Non Caucasian	9	20%
Caucasian	34	79%
Plans	10	23%
No Plans	32	74%

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- 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 (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted

above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

Reference: [RCPS Strategic Plan](#)

RCPS Strategic Plan Priority Area 1: Teaching and Learning

- 1)
 - Math educators will work for a minimum of two hours weekly in a PLC group and for one hour a week in a team differentiation meeting.
 - Math and special educators will take Harvard's Universal Design for Learning #1 Explore and #2 Apply online modules.
- 2)
 - ELA educators will work for a minimum of two hours weekly in a PLC group and for one hour a week in a team differentiation meeting.
 - ELA and special educators will take Harvard's Universal Design for Learning #1 Explore and #2 Apply online modules.

RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities

- Counselors will work with a group of student leaders to create meaningful and relevant advisory slides to address these issues.
- SWCS data will be used to identify subgroups of students who don't feel a sense of belonging or connection to RMS and SEL Tier 2 Strategies will be implemented including outdoor adventure opportunities.
 - Outdoor Adventure Opportunities will be incorporated into our school culture through counseling, Social Emotional Learning Classes, Physical Education and Advisory
 - Increase after school clubs and activities opportunities specific to middle school students.

RCPS Strategic Plan Priority Area 3: Resources for Success

- Establish working relationships with community partners to provide opportunities including career exploration, mentoring, and exposure to community resources for students and families
- Involve community partners in our Advisory program
- Enhance our Truancy process to include proactive work with community partners



4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

Reference: [RCPS Strategic Plan](#)

RCPS Strategic Plan Priority Area 1: Teaching and Learning (See data on page 4,5,6)

- RMS administration will review the local assessments (Fastbridge aRead, a Math) three times yearly, at the conclusion of each Trimester. After initial review, we will meet with invested educational stakeholders (Math/ELA educators and interventionists) to review the progress towards each goal. If these teams determine that RMS has not made enough growth in a particular area, we will work to refine our implementation plans.
- We will analyze state assessment (VTCap) when the data becomes available to us.

RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities (See data on page 7)

- RMS administration will review the local assessments, specifically the School Wide Climate Survey and SAEBERS three times yearly, at the conclusion of each Trimester.
- In addition, we will review the grades assigned to students in our Advisory program. After initial review, we will meet with school counselors to review the progress towards each goal. If these teams determine that RMS has not made enough growth in a particular area, we will work to refine our implementation plans.

RCPS Strategic Plan Priority Area 3: Resources for Success (See data on page 7)

- RMS administration will review our daily student attendance to determine if our efforts are working.
- We will monitor our family attendance at events including Parent Teacher Conferences, Open House, Steam Fair, Community Kickball Nights and our Community Resource Fair. We will specifically look at attendance of our MLL and IEP students's families.
- We will analyze our truancy referrals and determine improvement on the attendance of students who meet the Vermont State truancy criteria.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on **July 1, 2024**

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact **Meaghan Marsh**.

This plan is in effect for the 2023-2024 School Year. This plan will be monitored three times yearly and revised as needed upon review (at least yearly) to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.