



2018-2019 Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools

School:

Canyon Lake Elementary School

Building Principal:

David Swank

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Jordan Dueis

Date Completed:

6/13/18

Introduction

The reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education 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; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- 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 ESSA, 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).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Sufficient detail must be provided to ensure anyone reading the plan will understand the basic education program at the school.

Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

Evidence-Based Resources – [Click Here](#) for links to sources that may help provide evidence-based research that may be used to support certain strategies and/or interventions.

Special Notes:

- 1) If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
- 2) If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
- 3) If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s). **Section 1114(e)(1) & (2)**

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

(**CNA description optional if “Revised Plan” is marked on the title page**)

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. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). 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.

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

Narrative: Houghton Mifflin Harcourt conducted a Comprehensive Needs Assessment for Canyon Lake Elementary in the December of 2015, and delivered the results in the Spring of 2016. At the conclusion of their study, they made several recommendations. Based on the information provided, our school is focusing on the following areas:

- Differentiating Tier I instruction
- Writing across all content areas
- Fostering a positive school culture

In June of 2018, the schoolwide leadership team engaged in a district wide data retreat. The team reviewed data from SBAC and schoolwide summative assessments as well as screener data. We concluded that differentiation is a continued area of focus for the 2018-19 school year.

Summarize the results and conclusions:

Narrative: The Leadership team will provide opportunities for professional development for all teachers to focus on Tier I Instruction based on research-based best practices in the areas of literacy and mathematics with an emphasis on reading instruction, grouping and regrouping students, and student engagement. This professional development may include, but is not limited to study groups, peer observations, learning labs, coaching, conferences, and classes. Teachers will earn additional pay if this work is outside of the duty day.

Budget Implications:

- Additional Pay for hours work outside of the regular school day
- Provide substitutes for teachers during ½ day PLC sessions
- Purchase necessary resources and supplies that focus on Tier I instruction, literacy, and mathematics
- Contract for learning management system

Component 1: §1114(b):

- Funds will support Our instructional who provides whole staff, small group, and individual professional development based on observed needs in math, literacy, and technology integration. The instructional coach provides assistance in classroom management, instructional strategies, and blended teaching and learning techniques, as well as helping to find appropriate resources for teachers and teams for improving instruction. The delivery method for instructional coaching includes large group presentations, small group/team meeting facilitation, and individual coaching conversations, model lessons, and microteaching.
- Funds also support Embedded professional development in the form of substitutes and additional pay is used for researching and developing differentiated, personalized, and blended curriculum; data cycles that include analysis and research into best practices for addressing pressing instructional needs; researching and developing unit plans that integrate technology, Oceti Sakowin Essential Understandings, science, and social studies.

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.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative:

Students who are not making the expected growth go through an Rtl process. The first intervention is Tier I within every classroom. Teachers will focus on high quality classroom instruction. Teachers give district screeners and based on the data, students at the bottom 5% of their grade level receive Tier II services. Tier II services include direct instruction with a teacher to student ratio of 1 to 3 with a highly qualified teacher. The instructional materials used by the Tier II teacher is AVMR (Advantage Math Recovery) and LLI (Leveled Literacy Intervention). There is 0.5 Intervention Specialist, 1.0 instructional coach, and 1.0 Dean of Students working with students in reading, math, and behavior. We also have a 1.0 paraprofessional providing additional classroom support for students with high needs.

Budget Implications (this must be reflected in the budget in the Consolidated Application):

0.5 Intervention Specialist
1.0 Instructional Coach
1.0 Dean of Students
1.0 Paraprofessional

Benchmark/Evaluation:

SBAC data
TRL Benchmark screener data
Data cycles based on units of study

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.

These strategies should be evidence-based and strengthen and enrich the academic program.

Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

To focus on differentiation and engagement, we are using several strategies, including:

- An emphasis on character education and success skills, utilizing PBIS and The Formative 5
- Increasing engagement through student developed and selected Student Interest Groups and local partnerships, including the YMCA and SD GFP Outdoor Campus
- Blended learning utilizing the Canvas LMS, and other digital tools
- Focusing on engaging learning experiences in core content through the development and implementation of authentic performance assessments.
- Implementation of district core reading (Wonders) and math curriculum (Investigations) in a customized and blended learning environment

Budget Implications:

Additional pay for work outside the duty day

Substitutes for collaborative learning time for staff

LMS subscription

Materials for SIGs

Funds will be used to support individualized student instruction through the purchase of classroom supplies, resources and materials that focus on Tier 1 instruction and Tier 2 classroom interventions math, literacy and PBIS activities. In addition, funds will be used to purchase materials for STEAM2 activities.

Benchmark/Evaluation:

Discipline referrals

Canvas usage

TRL Benchmark screener data

SBAC data

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 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 and, 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.

Evidence: 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. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative:

Canyon Lake has a Comprehensive Counseling Plan, in conjunction with the school district. Our counselor provides support through classroom instruction in:

- Anger management
- Problem solving
- Study skills
- Self-esteem/self-concept
- Bullying
- Friendships
- Social skills
- Anxiety
- School behavior/cooperation
- Goal-setting/motivation
- Impulse control Our counselor also regularly meets with and supports students one on one and in small groups.

Additionally, we implement PBIS through a staff-developed morning meeting curriculum focusing on success skills, including empathy, grit, integrity, and celebrating diversity. We track positive interactions, and recognize students regularly for their success. We also track discipline data and collaborate to find appropriate, student-centered interventions. We have a Dean of Students who focuses on school culture, community engagement, and supporting

Component 4: §1114(b) (7)(A)(iii):

students and staff with behaviors. Our PBIS paraprofessional provides additional in class support to students.

Budget Implications:

1.0 FTE Dean of Students

Benchmark/Evaluation:

Discipline referrals

Counselor referrals

Positive interaction tracker (Class Dojo)

Evidence-Based Research Resources

[Click here](#) to return to the start of the document.

CTRL Click on the links to go to the respective websites.

