



2018-2019 Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools-RCAS

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 Title I Representative

Date Completed:

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.

The HM PLC Leadership Team attended the Data Retreat on June 12, 2018. During the data retreat, we analyzed data and made next step decisions for the coming school year. During the retreat we were able to finalize and fully develop the HM School Improvement Plan, including goals, objectives, strategies, professional development and data calendar.

Summarize the results and conclusions:

Narrative: During our spring data retreat, the PLC team examined the follow data sources: SBAC, District ELA and Math assessments, attendance, and behavior data.

From the following data sources, we identified our strengths and obstacles.

Strengths-Effects

- Attendance = 7% increase from a 14.5% growth in 16-17
- ELA scores in 3rd grade increase 8% from 16-17 & 5th grade rose 12% and we had 6% advanced

Strengths-Causes

- Normed and implemented Comprehension Conversations-K-5
- Implemented and taught students to use the writing checklists-goal setting
- Implemented Writing Data Teams K-5
- Implemented Reading Data Teams in grades 4 & 5
- School-wide continued focus on attendance
- Implemented specific high-yield instructional strategies-Writer’s Workshop
- Common vision and goals
- Grades 4-5 – reflective and responsive lesson planning (daily adjusting based on what students achieved during the day)

Component 1: §1114(b):

- Stayed focused on our priority standards: R.1-R.3 (Literature and Information) and W.1-W.3
- Unwrapped reading priority standards

Obstacles-Effects

- SBAC math scores declined 11% overall
- Focus on monitoring, but possibly not the right things (less is more)

Obstacles-Causes

- Teacher-centered rather than student-centered-lesson planning
- RCAS Goals-Reading by 3rd grade—cause an unbalanced focus on ELA vs. Math
- Goal: Every student will make 1 years growth in Reading---collected evidence, but did not analyze the data until the end of the year. Heavy focus on Data Team

Budget Implications:

From the above strengths and obstacles, our team will continue to contract with HMH to provide Data Team follow up training and development for K-5 grade teachers, as well as other certified staff. Data Team training will be led by our HMH consultant for all new staff and their grade level partners, as well as the Instructional and Data Specialist, Literacy Specialist, Dean of Students, and Principal. K-5 teams will engage in data teams for both reading and writing and will be led by our Literacy Specialist and/or Instructional and Data Specialist. An HMH consultant will provide ongoing follow up work

HMH Consultant fees, Substitutes for Analyzing TRL's and developing actionable next steps for instruction & Learning Labs, Additional pay for PBIS & PLC Leadership Team, Dean, Instructional Data Specialist, Literacy Specialist to plan and develop pd for staff and

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:

Both the strengths and obstacles noted above helped our team determine our goals and actionable next steps for the 2018-2019 school year. Based on our findings we determined it to be vital to continue our work with our HMH consultant. Our data shows that the implementation of the data team process has significantly improved instruction and student achievement in writing across all grade levels, and in both reading and writing in grades 4-5. Our HMH consultant will provide support to our entire staff as we continue to develop a deeper understanding of the data team process. This work will add depth to current understandings, as well as forge us forward in new learning. Our staff will expand our understandings of high yield instructional strategies, we will continue to engage in the data team process, thru which we can customize student learning for both reading and writing. The teachers in grades 4-5 will begin to customize learning for students in the area of math.

Our Literacy Specialist will use the coaching with goal setting, as a way to improve instruction. Our specialists will support teachers in setting goals, modeling and/or co-teaching lessons with staff, provide ongoing follow up feedback throughout the school year, using written and verbal formats and work with students as determined by data.

Developing shared language and common understandings of the Rigor, Relevance, and Engagement rubrics, as well as the Charlotte Danielson framework will provide opportunities for us purposefully engage in learning walks, which will support all staff in learning from each other in an ongoing and informal way. Throughout the spring 2018 our PLC leadership team normed the engagement rubric, by collaboratively scoring the rubrics after watching instructional videos. In the coming year, our team will incorporate the train the trainer model to expand the shared understanding to all teachers. By mid-year our principal, dean, literacy specialist, and instructional and data specialist will lead staff in learning walks. The learning walks provide an informal and relaxed way to provide professional development for teachers, by using the expertise within our own building. In addition to the informal learning walks, the PLC Leadership Team will develop and lead all certified staff through at least one learning lab (November and February).

The over-arching goal we have for your students is to have them take ownership of their life and learning, recognizing that they have control over whatever they aspire to achieve. Although, we have proven to be successful in helping students learn to follow expectations through the implementation of Positive Behavior and Supports, we know there is far more to do. The PBIS Leadership Team researched extensively, used data, engaged in the Leader in Me book study, visited Leader in Me-Lighthouse status schools, and in the end decided it was time engage our entire staff in this possibility. Recognizing the need for our students to be far more than compliant, they agreed to participate in the same experiences. By the end of this school year our entire staff had participated in the book study and engaged in the 7 Habits of Highly Effective People and were synergistic in knowing that this is something we want to include in our next steps at HM. So, during the 2018-2019 school year we will join the Leader in Me foundation, participate in two professional development classes; Launching Leadership and Creating Culture, begin to transform our Student leadership Team, and live the habits both professionally and personally.

TheIMS-Development and incorporation of STEAM2 into the daily work of our school
Student Engagement Specialist
Hornet College-electives

Component 2: §1114(b) (7)(A)(i):

Attendance Family Engagement PBIS-Leader in Me and PBIS
Budget Implications (this must be reflected in the budget in the Consolidated Application):
Benchmark/Evaluation:

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:
Budget Implications:
Benchmark/Evaluation:

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:
Budget Implications:
Benchmark/Evaluation:

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.

