



# 2018-2019 Title I Schoolwide (SW) Plan

District:

RCAS

School:

Knollwood Heights Elementary

Building Principal:

Shannon Schaefers

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:

June 2018

## 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:**

Knollwood participated in a comprehensive needs assessment in 2016 that included teacher, parent, student interview and surveys. Building wide data and instructional practices were also reviewed. In the spring of 2018 a data retreat focused on student achievement, attendance, and behavior was completed. Parent input was obtained through a school survey in February and used to guide Knollwood’s decision making process for the upcoming school year.

#### **Summarize the results and conclusions:**

**Narrative:**

Our student achievement data with SBAC and grade level benchmarks indicates Knollwood needs to prioritize the following areas: ELA language and vocabulary and writing K-5, Math problem solving and number sense, classroom management, and attendance  
Results of the comprehensive needs assessment showed the need for higher student engagement and rigor of learning tasks and a focus on Tier 1 instruction with implementation of instructional strategies and a framework for Balanced Literacy.

**Budget Implications:**

Professional learning funds will be used for substitute pay and additional time for teachers to learn and implement Data Cycles, data analysis, and social skills curriculum.  
Students will be supported by a Dean of Students, a Student Success Facilitator, to support the PBIS and attendance goals. Literacy/Interventionist Specialists, a Learning Lab instructor to support 21<sup>st</sup> Century skills and STEAM, a half time Counselor, and a summer school program for the individualization of reading and math and emotional wellbeing interventions. STEAM materials and Scholastic News will support student learning.  
Parent and Family Engagement will be supported with at least four events each supporting Math, Literacy, PBIS, and STEAM learning throughout the school.

## 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:**

Reading Strategies: 1. Writing checklist connected to standards and exemplars. 2. Reading and writing response journals. 3. An established vocabulary routine with Wonders. 4. Daily 5

Math Strategies: 1. Providing consistent specific feedback 2. Implement the 30 minute math to include: number talk, classroom routines and 10 minute math 3. Implement math journals to incorporate writing about mathematics.

Attendance Strategies: 1. Monitor on a weekly basis the attendance for all students 2. Establish relationships at the door and during morning meetings. 3. Provide incentives for students for attendance 4. Share data on attendance with the class using graphs and visuals.

PBIS Strategies: 1. PD/coaching on classroom management 2. Participate in classroom morning meetings/day end meetings derived from the Formative Five in conjunction with responsive classroom 3. Model and post classroom expectations.

Title 1 intervention strategist will focus on meeting the needs of at-risk students in supplemental direct instructional programs.

The learning lab instructor provides 21<sup>st</sup> century skills across all grade levels.

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

1 Literacy Specialist, 1 Intervention Specialist, 1.0 Student Success Facilitator, 1 Dean of Students, 1 Assistant Principal, 1 Learning Lab Instructor, Additional pay prioritized for data analysis and lesson design, Responsive Classroom Design and Shared leadership.

### **Benchmark/Evaluation:**

Classroom walk throughs with evidence of Daily 5 framework, writing checklists and exemplars, Response Journals, routines of vocabulary. Data Team Chats, DIBELS data, TRL data, Writing checklist data.

### **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:**

Knollwood Elementary assists in supporting small groups of students and individual students to support attendance and academic needs through after school tutoring and/or summer school experience for five weeks during the summer. This experience is available to all Knollwood students and offers continued reading and math instruction to the students.

To assist teachers with collaborative planning, a Learning Lab instructor will meet with all students 60 minutes a week and focus on 21<sup>st</sup> Century Skills and STEAM learning.

A Balanced Literacy Framework in LA, and a Workshop Model in Math and Writing is used in classrooms.

All students receive Tier 1 Instruction. All students receive Tier 2 instruction and meet in grade level intervention groups each day for both math and reading. Data is used to provide skill specific intervention for students.

Tier 3 interventions will be available for students who meet the criteria.

**Budget Implications:**

1.0 Learning Lab instructor, 1 Intervention specialist, summer school/tutoring staff

**Benchmark/Evaluation:**

Math/Reading scores from the spring and fall are compared for regression during Summer School.

Monthly Data Cycle Data

Monthly Team check-in

Knowledge and use of 21<sup>st</sup> Century and STEAM skills

## 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:**

Students have the opportunity to move through a 4 Tiered system of support and are provided instruction in small groups by an Intervention Specialist.

Students who demonstrate behavior concerns are tracked/monitored by the Intervention Specialist and receive Tier 2 support with a CICO or Social Skills group for a 6 week intervention.

Students who demonstrate attendance concerns are tracked/monitored by the Student Success Facilitator. The Student Success Facilitator meets with parents and provides information/support to parents as well as maintains tracking of attendance goals. The SSF also meets with small groups of students to support academic concerns due to attendance issues.

A Dean of Students assists with the implementation of the PBIS Framework and supports students and teachers with classroom management/behaviors, parent communication and behavior plans.

Mentor teachers meet with new teachers on a monthly basis to support academic, data, planning, and implementation needs.

Paraprofessionals provide small group/one on one support in reading, writing, and math.

Counseling services are provided to individual students as needed as well as monthly classroom

#### **Component 4: §1114(b) (7)(A)(iii):**

lessons.

Assistant Principal will assist teachers as needed with instructional support.

#### **Budget Implications:**

1.5 Intervention Specialists, 1.0 Student Success Facilitator, 1.0 Dean of Students, 0.5 Counselor, 1.0 Assistant Principal 2.0 Paraprofessionals

#### **Benchmark/Evaluation:**

Attendance data, discipline referral data, Tier 3 referral data

## 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.

