



2018-2019 Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools

School:

Robbinsdale Elementary

Building Principal:

Bethany Herrboldt Keeney

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 18, 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:

Houghton Mifflin Harcourt conducted a Comprehensive Needs Assessment for Robbinsdale Elementary in the spring of 2016. At the conclusion of their study, they made 6 recommendations. A school-wide planning team was created to study the findings of this report. With the information provided, the team will focus on:

- Tier 1 Instruction in literacy and math
- Improving school attendance
- 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 Literacy, mathematics, attendance, and school culture is a continued area of focus for the 2018-19 school year.

Goal 1: Literacy

The percentage of students scoring basic or below basic in the area of Text Reading Level will decrease by 5% by the end of the 2019 school year as measured by TRL.

- Kindergarten from 68% to 63%
- 1st grade from 44% to 39%
- 2nd grade from 59% to 54%
- 3rd grade from 37% to 32%
- 4th grade from 48% to 43%
- 5th grade from 61% to 56%

Goal 2: Math

The percentage of students scoring less than 13 total points on the RCAS District-Wide Math Screener will decrease by 5% by the end of the 2019 school year as measured by RCAS District-Wide Math Screener.

Component 1: §1114(b):

- Kindergarten from 57% to 52%
- 1st grade from 62% to 57%
- 2nd grade from 39% to 34%
- 3rd grade from 25% to 20%
- 4th grade from 46% to 41%
- 5th grade from 78% to 73%

Goal 3: Attendance

The percentage of students with attendance of 95% or better will increase from 84.85% to 88% by the end of the 2019 school year as measured by attendance reports.

Goal 4: PBIS

In an effort to reduce the number of insubordination write-ups, the staff at RD will update, communicate and implement the PBIS plan with consistency and fidelity and the progress will be measured monthly through discipline referrals and data pulled from Skyward.

In the spring of 2017, a parent survey was given. Results indicated areas of strength and improvement. With this information, the staff will work to increase communication between home and school, such as monthly newsletters, positive phone calls home, positive postcards, and specific feedback regarding student learning.

In the fall of 2017, Robbinsdale participated in Family Friendly Walkthrough. The leadership team, analyzed the data and found patterns that will be addressed during the 2018-19 school year. Robbinsdale participated in the FACE district plan development and will be participating in a “next steps” plan this school year utilizing this data set.

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Summarize the results and conclusions:

Narrative:

The leadership team will provide opportunities for professional development for all teachers with a focus on Tier I instruction based on research-based best practices in the area of literacy and mathematics.

There will also be a focus on effective school culture. The PBIS team will provide professional development in the areas of creating a safe space for students to learn so teachers can teach. 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.

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Budget Implications:

Additional pay for hours worked outside of the regular school day

Provide substitutes for teachers during Professional Development Days

Purchase necessary resources and supplies that focus on Tier 1 instruction, literacy, mathematics, and PBIS support. In addition, funds will be used to pay for supplemental Title 1 staff.

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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 RtI process. The first intervention is Tier I within every classroom. Teachers focus on high quality classroom instruction. Teachers also provide differentiated intervention blocks to all students to meet fill gaps or provide enrichment. Teacher give screeners, and based on data, students in the bottom 5% of their grade level receive Tier II services. Tier II services include direct services with a specialized teacher with a ratio of 1 to 3. The instructional materials used for Tier II services are the AVMR (Advantage Math Recovery) and LLI (Leveled Literacy Intervention). All students at Robbinsdale have access to Learning A-Z, which includes RazKids and is used for intervention and enrichment. Students in grades 3-5 have access to Reading Plus, which is an adaptive reading program focusing on fluency and comprehension. Students with behaviors work with the Intervention Strategist on a check in and check out system with support from the Dean of Students.

There are 3 Literacy Specialists whose primary focus is to work with students and teachers in grades K-3. Rapid City Area Schools' strategic plan sets a goal of reading proficiency by the end of grade 3. Literacy Specialists will work with teachers and students in assessment, modeling, intervention and enrichment in a Tier I learning environment.

The teaching and learning coach will support teachers in providing high quality classroom instruction and Tier I intervention and enrichment.

The Title 1 paraprofessional will assist with classroom instruction as well as provide one on one or small group tutoring in the areas of math and literacy. The paraprofessional works directly under the supervision of classroom teachers.

Budget Implications (this must be reflected in the budget in the Consolidated

Application): The largest budget implications are for increasing staff to support this work-- 2 Literacy Specialists, Teaching and Learning Coach, Dean of Students, assistant principal and a Title 1 paraprofessional. These positions are to support the instructional model at Robbinsdale and to ensure the meeting of our diverse population of students.

In addition, professional development is provided on an ongoing basis to support Tier 1 instruction and planned interventions and enrichments. Funds will be used for additional time and sub pay to provide the format for teachers to work collaboratively.

Benchmark/Evaluation: SBAC data, screener data, data chats and classroom assessments.

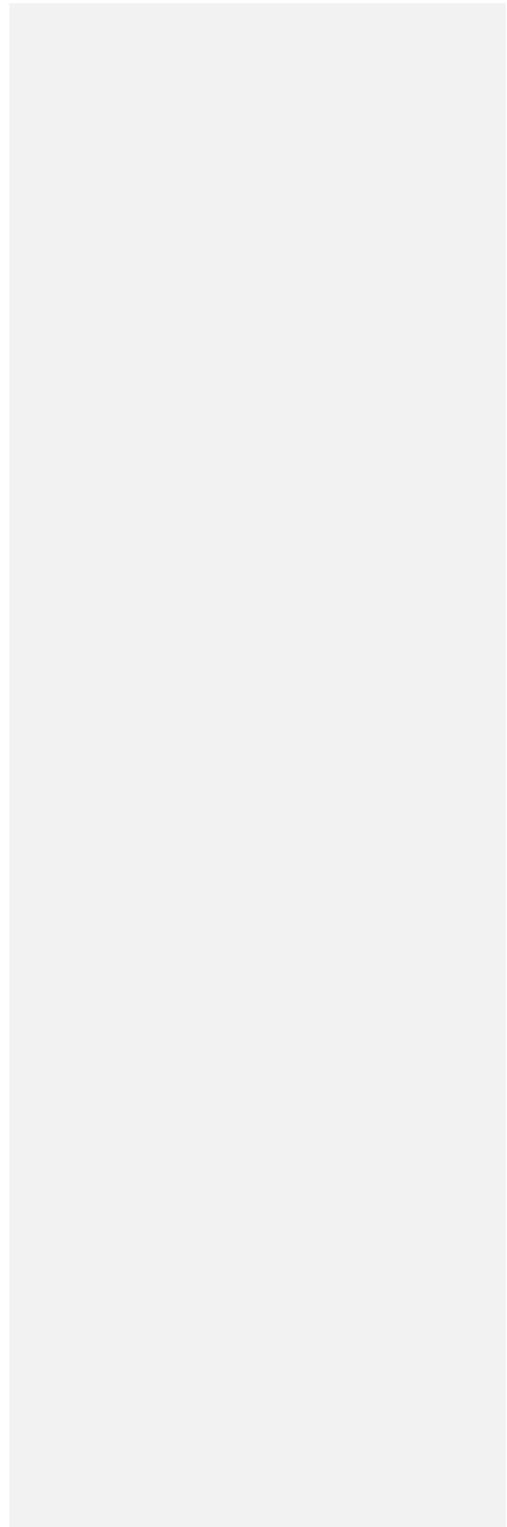
Component 3: §1114(b) (7)(A)(ii):

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.

<p>Narrative: To focus on increasing student engagement through high quality Tier I instruction specifically in Literacy and Math. The leadership team will provide professional learning to staff in best practice. Year-long professional development will support learning in: Implementation of the Rigor and Relevance framework Highly effective tier I strategies for student engagement and core reading instruction Development and implementation of new reading curriculum Data cycle process for data analysis of math, reading, and writing Integration of STEAM2 opportunities into the math and reading curriculum Evaluation of writing – integration into STEAM2 activities Planning and strategy research for tier I intervention in math and literacy Evaluation of reading with benchmarking and running records PBIS implementation The evidence of effectiveness will be collected through the following work samples and observations: Professional development agendas and reflection Pre/post data Conversations around data and growth and intervention Administrative walk throughs and evaluation process Teacher follow through with implementation of professional learning. Opportunities for collaboration, continuing education, and professional learning are provided through participation in on-site and district professional development options, as well as conferences and workshops. Staff participate in a wide range of professional learning opportunities including but not limited to technology, math, literacy, PBIS, and teambuilding. Robbinsdale has three Literacy Specialists, one Intervention Strategist, one Teaching and Learning Coach, one assistant principal and one Dean of Students. These staff will support teachers with data cycles, coaching cycles in tier I, implementation of new reading curriculum, focus on strengthening Tier 1 instruction through the rigor and relevant framework and creating positive school culture RCAS offers summer school for students who choose to attend.</p>
<p>Budget Implications: Salaries for specialists (Title 1 staff) Additional pay and substitute pay for teacher collaboration opportunities Resources and materials</p>
<p>Benchmark/Evaluation: Robbinsdale teachers have common plan time daily with an extended block dedicated to data teams work each week. Teachers use this time to study data and identify learning needs and differentiated interventions. Data includes PBIS data, SBAC, CSA's, CFA's, unit assessments, and district benchmarks</p>

Component 3: §1114(b) (7)(A)(ii):



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:

The counselor at Robbinsdale plans lessons according to the SD standards in Counseling and follows the Comprehensive Counseling plan designed for district elementary schools. This includes: Anger management, problem solving, study skills, bullying, friendships, social skills, school behavior, goal setting, impulse control, careers, etc.

The counselor meets with large groups classroom instruction and also meets with small “friendship” groups to meet specific needs of certain students based on individual needs.

The counselor also supports the Airmen program where students are identified and selected to be in a mentoring program with Airmen from Ellsworth Air Force Base.

Robbinsdale also use a buddy system and have a student leadership program which plans and directs school “Oyate” celebrations, recognitions, and school engagement activities. “Circle Up” time is provided every day as a class time to focus on school culture and to support the nonacademic needs of all students.

Robbinsdale utilizes the Multi-system Tiered Approach to meeting the needs of our students. We focus on “Be Safe, Be Caring, Be Respectful”. These are a consistent message each day to remind students of successful expectations in all areas of the school. This supports our PBIS model.

Behaviors are addresses through re-teaching and a discipline matrix. Once students are referred to Tier II for behavior, check in and check out plans are implemented with support if needed from the Behavior Strategist and the Dean of Students

Component 4: §1114(b) (7)(A)(iii):

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Component 4: §1114(b) (7)(A)(iii):

RCAS has a new teacher orientation program. The Teaching and Learning Coach is overseeing a new teacher mentoring program specific to Robbinsdale Elementary.

Budget Implications:

Additional pay
Dean of Students
Teaching and Learning Coach
Resources and materials

Benchmark/Evaluation: Decrease in Office discipline referrals
Decrease in counselor referrals
Improved attendance rates.

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.

