



2018-2019 Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools

School:

South Canyon Elementary

Building Principal:

Dr. Erin Lehmann

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:

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 South Canyon Elementary in the spring of 2016. At the conclusion of their study, they made six recommendations. A school wide planning team was created to study the findings of this report. With the information provided, the team will focus on the following areas:

- Tier I instruction in literacy and mathematics
- Writing across all content areas
- Fostering a positive school culture

In May of 2017, A parent survey was given at the end of the 2016-17 school year, information was gathered in ways that the school was doing well and areas in which the school could improve. With this information, the staff will work to increase the amount of communication that is happening with families in form of monthly newsletters, positive phone calls home, postcards to parents, and more specific feedback in terms of student learning.

The fall of 2017, South Canyon participated in Family Friendly Walk Through hosted by Lori Laughlin. The PLC Leadership team along with the staff analyzed the data and found patterns that will be addressed during the 2018-19 school year.

On May 29, 2018 we hosted a World Café where we invited students and parents to review our areas of focus during the 2017-18 school year and we asked for feedback so we can learn and grow as a staff to continually meet the social, emotional, and academic needs of students.

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, and attendance is a continued area of focus for the 2018-19 school year.

Component 1: §1114(b):

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.

There will also be a focus on effective school culture. The PBIS team will provide professional development in the areas of creating a safe place 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.

Budget Implications:

Additional Pay for hours work outside of the regular school day

Provide substitutes for teachers during Professional Development Days

Purchase necessary resources and supplies that focus on Tier I instruction, literacy, mathematics, and PBIS support

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 will focus on high quality classroom instruction. We have created a schedule where every teacher will have 30 minutes of intervention time for literacy and mathematics where they will receive additional staff support to meet the learning needs of each child (enrichment or intervention). The support staff includes, but is not limited to the intervention teachers, literacy teachers, paraprofessionals, and special education staff.

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). All students at South Canyon have access to the following computer programs: Brainpop and Razkids. These are used for enrichment and intervention.

Students in grades 3 through 5 have access to Reading Plus, which is an adaptive reading program focusing on fluency and comprehension. The Intervention Strategist uses check-in and check-out for students who are on a behavior plan. About 20 students have an opportunity to participate in a summer school program hosted by our teachers.

There are 1.5 Literacy Specialists whose primary focus is to work with students and teachers in grades K-3. Rapid City Area Schools has a strategic plan and one of the goals is to have all proficient readers by the end of 3rd grade. Literacy Specialist will work closely with classroom teachers to assess students, plan for learning, and provide interventions when necessary during literacy blocks in a Tier I setting.

South Canyon is participating in the SPDG grant where we will have a part time literacy coach working with certified literacy teachers to help with tier I instruction.

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

1.5 Literacy and Intervention Specialists
Additional pay for planning
Dean
1 paraprofessional

Benchmark/Evaluation:

SBAC data
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:

Opportunities for collaboration, continuing education, and professional development are provided through participation in on-site and district professional development options, as well as conferences and workshops.

Staff will participate in a range of on-site professional development in the form of technology, math, PBIS, and literacy classes. Staff are also encouraged to attend conferences, classes, and workshops in these same areas.

South Canyon has three Instructional Support Teachers that will assist teachers with data cycles and coaching cycles focusing in Tier I instruction and on-going communication with families.

There is a PLC Leadership team that will meet monthly to analyze data and evaluate grade level needs. Coaching and support will go to the teams with the highest levels of need.

Finally, the PBIS team will work with the staff to provide professional development on creating a positive school culture with students, staff, and families. Professional Development is provided to all staff members on how to communicate more frequently to families as well as provide opportunities for staff to engage in study groups with texts such as (but not limited to) Beyond the Bake Sale: The Essential Guide to Family School Partnerships, The Leader in Me, Engaging Students with Poverty in Mind, or Conscious Discipline. The PBIS team will also provide professional development to staff in regards to a creating and sustaining a positive school culture with an intense focus on attendance. We plan to work closely with Morgan VonHaden who will assist with Family and Community Engagement Opportunities.

Budget Implications:

Additional Pay – work outside of duty day

Professional Resources

Conferences

Workshops

Classes

Benchmark/Evaluation:

South Canyon staff meets during a common planning block to monitor the progress of students using data. Teachers use this data to identify student learning and areas of concern. This data is used to differentiate instruction based on student needs.

Office Discipline Referrals

SBAC data and classroom summative data

Component 3: §1114(b) (7)(A)(ii):

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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:

At South Canyon, our counselor is very involved in the lives of our students. He routinely plans lessons for students in their classroom based on:

- 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 plans for these large group sessions and he works with small groups and individual students as needed.

We have also partnered with Behavior Management System and have a counselor who works with students

Component 4: §1114(b) (7)(A)(iii):

and families who need counseling to support with mental health issues as well as assisting teachers with de-escalation and calming strategies.

South Canyon also emphasizes the fact that the 5th graders are the leaders of the school. They buddy up with 1st graders reading and working on projects with them. They also have the same lunch schedule as the kindergarteners so they can model how to be a productive student and person.

South Canyon utilizes the Multi-system Tiered Approach to meeting the needs of our students. Lessons are taught in the areas of being respectful, responsible, and safe in the hallways, classrooms, bathrooms, playground, and lunchroom. These ongoing lessons help reinforce our PBIS model in the Tier I setting. Once students are referred to Tier II for behavior, the Intervention Strategist uses check-in and check-out for students who are on a behavior plan. They also work closely with the Behavior Strategist who shares ideas, lessons, and strategies to best meet the needs of those students.

The Dean will meet with paraprofessionals monthly to help them develop in their craft and meet the needs of all students.

Please see component 3 to review the Professional Development Plan for South Canyon Elementary.

Budget Implications:

Additional Pay for hours work outside of the regular school day

Benchmark/Evaluation:

Office Disciple Referrals
Counselor Referrals
Professional Resources

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.

