



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2021-2022 DRAFT Title I Schoolwide (SW) Plan

District:

Rapid City Area School District

School:

Robbinsdale Elementary

Building Principal:

Beth Keeney

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative

Jordan Dueis

Date Completed:

October 1, 2021

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

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.

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

Narrative:

In the fall of 2019, TIE conducted a Comprehensive Needs Assessment for Robbinsdale Elementary. Surveys were distributed to families, staff, and students. Each survey asked questions aligned with the four domains of school improvement: Effective Leadership, Curriculum and Instruction, Talent Development, and Family, Culture, and Community. Rapid City Title 1 buildings all participate in the Comprehensive Needs Assessment Process (CNA) as defined by District Initiative 101B and ESSA (Every Student Succeeds Acts) Re-authorization guidelines proffered by the federal government and explicitly defined by the State of South Dakota Department of Education. This CNA process consists of observations, interviews, and surveys that will become a data point in each school's school-wide improvement plan. The results of the needs assessment indicated areas for improvement: student engagement, instructional strategies, rigorous lesson design, and professional development that meets the needs of all Robbinsdale teachers. Robbinsdale School Improvement Leadership team studied the findings of the report and created an action plan.

In Fall 2021, to guide the work of the district's strategic plan, all 23 schools of the district will participate in a Comprehensive Needs Assessment (CNA). This CNA conducted by ICLE will provide the foundation of information as to the district's future vision, goals, and provide data on areas of success and areas of improvement needed to drive student success outcomes.

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 2020-2021 school year. A parent survey was distributed in October 2020. Results of the survey provided feedback on safety practices, support families needed and information to share with parents.

Robbinsdale participated in the FACE district plan development and will be participating in a "next step" plan this school year utilizing this data set.

These data points were used to assist in the development of Robbinsdale's Title 1 Plan.

Summarize the results and conclusions:

Narrative:

The results of the needs assessment indicated areas for improvement: student engagement, instructional strategies, rigorous lesson design, and professional development that meets the needs of all Robbinsdale teachers. Robbinsdale School Improvement Leadership team studied the findings of the report and created an action plan.

Parent surveys indicated that parents would like to be informed about homework tips, e-learning materials, upcoming events, and technology help. There was interest in participating in virtual family events around Conscious Discipline.

Budget Implications:

- Additional pay for data analysis.
- Additional pay for professional development preparation and implementation for staff.
- Additional pay for consultation services and professional development activities that relate to Tier 1 instruction and supports to include:
 - Addressing rigor and engagement in lesson design and implementation.
 - Continued implementation of Conscious Discipline and creating the School Family.
- Additional pay for leadership team meetings outside of contract day

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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and you can justify this then it is reasonable and necessary.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Narrative:

All students will receive high-quality Tier 1 instruction with support from the teaching and learning coach, literacy specialist, and intervention staff. Teachers provide differentiated instruction within the Tier 1 instruction block. Intervention staff will flood during core literacy instruction time to provide differentiated instruction. There is 1 Literacy Specialist whose primary focus is to work with teachers and students in assessment, modeling, intervention, and enrichment. Teachers will utilize math and reading screener data and diagnostic assessments to determine point of need instruction for students.

Beginning Fall 2021, Rapid City Area Schools will begin utilization of MAP (NWEA) Progress Monitoring for both elementary and middle school levels. This will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district.

Robbinsdale will implement multi-tiered systems of support for students who are not making the expected growth. Tier II services include direct services with a specialized teacher.

The teaching and learning coach will support teachers in providing high quality classroom instruction by engaging them in coaching conversations, modeling best practices, and structured coaching cycles.

The Learning Lab teacher will create a 4th special for students to work on 21st Century Skills and STEAM2 initiatives. The 4th special will allow classroom teachers to have common planning time to address student needs, analyze data, and develop intervention plans. The dean, counselor, and intervention specialist will be used as a resource during these meetings.

The Tier 1 Student Support team will implement a tiered system of supports for behavior and attendance, including trauma-informed practices and Conscious Discipline.

Each grade level will implement a grade-level problem solving process to address student needs and implement interventions at the Tier 1 level.

A Tier 2 Student Support team will review student data and implement more intensive supports that address behavior and attendance.

SBAC Goals:

On the 2022 SBAC in ELA, Robbinsdale students will achieve the following proficiency scores:

- 3rd: 25%
- 4th: 29%
- 5th: 24%

On the 2022 SBAC in Math, Robbinsdale students will achieve the following proficiency scores:

- 3rd: 25%
- 4th: 25%
- 5th: 23%

Attendance & Behavior Goals:

Goal 1: Behavior

The number of total offenses will decrease 6.25% from 1.6 offenses per day to 1.5 offenses per day.

Goal 2: Behavior

The number of recess offenses will maintain at 0.30 offenses per day.

Goal 3: Attendance

The percentage of students attending 90% of the time or more will increase to:

- Kindergarten 78%
- 1st Grade 85%
- 2nd Grade 84%
- 3rd Grade 86%
- 4th Grade 85%
- 5th Grade 87%

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

- Assistant Principal - 1
- Dean of Students - 1
- Intervention Strategist - 2
- Learning Lab Teacher - 1
- Teaching and Learning Coach - 1
- Attendance Secretary – 0.3
- Funds for professional development to support Tier 1 instruction and a system of support.
- Funds for professional consultative services and conferences to build teacher capacity.
- Additional pay for professional development outside of the regular school day.
- Provide substitutes for teachers to participate in data analysis and curriculum road mapping.
- Provide substitutes for teachers to participate in coaching cycles and peer observations.
- Purchase necessary resources and supplies that focus on Tier 1 instruction in literacy and mathematics.
- Purchase resources to support and Tier 1 and Tier 2 behavior and attendance initiatives.
- Purchase resources and supplies to implement structured recess activities.
- Purchase training, resources, and supplies to implement Conscious Discipline practices.

Benchmark/Evaluation:

- SBAC data
- Acadience Math and Reading data
- NWEA MAP Math and Reading data

- Data team cycle agendas and protocols
- Coaching cycle protocols
- Classroom assessments
- Attendance and behavior 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.

NOTE: If federal funds will be used to provide food for family engagement activities the school **MUST** include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and you can justify this then it is reasonable and necessary.

Include a description of how the reform strategies will be evaluated for effectiveness. These strategies should be evidence-based and strengthen and enrich the academic program.

Narrative:

Robbinsdale will implement the Data Team process to provide differentiated instruction.

Robbinsdale's master schedule allows for common plan time for all grade-level teachers. This common time will provide teachers an opportunity to analyze data and plan for targeted instruction.

Reading Math

Teachers will participate in full-day data analysis in literacy and math to help implement differentiated instruction at the tier 1 level. This analysis will be supported by the literacy specialists, teaching and learning coach, and intervention staff.

The leadership team will provide professional learning to staff in the areas of student engagement, instructional strategies, and rigorous lesson design.

Substitutes will be provided to allow for time for teachers to participate in coaching cycles with the teaching and learning coach to help improve their instructional practices and create a safe learning environment for teachers and students.

The School Improvement team will meet monthly to review school progress of the school improvement plan and address other school needs. Supplemental Leadership teams (literacy, math, student services, and climate and culture) will meet regularly to review data and implementation of the school improvement plan.

All teachers at Robbinsdale will have training and continuous professional development in Conscious Discipline. All staff will have training in suicide prevention. Administration will have training in cultural proficiency and restorative justice.

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, social-emotional learning, trauma-informed practices, and teambuilding.

Title 1 staff will support teachers with data cycles, coaching cycles in Tier 1 instruction, implementation of new reading curriculum, utilization of the rigor and relevance framework, and creating positive school culture.

RCAS offers summer school for students who choose to attend.

Budget Implications:

- Salaries for specialists (Title 1 staff).
- Additional pay and substitute pay for teacher collaboration opportunities.
- Resources and materials for Tier 1 and Tier 2 instruction and planning.
- Conscious Discipline materials and training.
- Conferences and professional consultants to build capacity for Robbinsdale teachers

Benchmark/Evaluation:

- Weekly grade-level common plan time
- Data team agendas and notes
- Master schedule
- Behavior and attendance data
- Math and literacy CFA data
- Acadience Math and Reading data
- NWEA MAP Math and Reading data
- 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 to monitor teacher follow through with implementation of professional learning.

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.
- 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 need to be described in the narrative.

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:

Within our district's strategic plan, the Whole Child Initiative, enables the district to meet students where they are academically, socially, and culturally. Whole Child's four components are cultural proficiency, suicide prevention, trauma-informed practices, and restorative practices. Beginning in Fall 2021, the district will utilize Conscious Discipline with fidelity as the trauma-informed and restorative practices strategies in all elementary and middle school buildings of the district.

Robbinsdale School focuses on the whole child. To implement RCAS Whole-Child initiatives, staff have participated in trauma-informed and Conscious Discipline professional development. Robbinsdale staff receive on-site coaching and professional development in Conscious Discipline and implement those structures to create an emotionally safe learning environment for both teachers and students.

Grade-level teams will hold problem solving meetings to address behavioral problems in their classrooms. These teams will have consultation from the assistant principal, dean of students, and the intervention specialist. In addition to Tier 1 social-emotional and behavioral supports, a Tier 2 student support team will review data and provide additional supports such as small group counseling, skill-building groups, and individualized plans. A team including the assistant principal, dean of students, behavior

interventionist, instructional strategist, and classroom teachers will collaborate to implement interventions and continuous monitoring of those plans.

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, and careers. The counselor provides Tier 1 instruction the school and organizes small groups of students based on need.

Robbinsdale utilizes a counselor from Behavior Management who provides services and support to students and families.

“Circle Up” time is scheduled first thing every morning in every classroom. This time provides focus to our behavioral expectations, problem solving skills, and other social-emotional needs. Our behavioral expectations are, “Be Safe, Be Respectful, Be Responsible” as well as “The 7 Habits”. A Circle-Up lesson resource has been created to provide guidance to teachers and is supplemented by the Sanford Harmony lessons which are also used by the counselor.

Robbinsdale will implement a “House” system to provide teambuilding and mentorship across grade-levels. Student leadership activities will focus on the Conscious Discipline powers and developing leadership and empathy skills to Robbinsdale students.

Robbinsdale partners with students from South Middle School to provide mentoring opportunities for our students. Airmen from Ellsworth Air Force Base also provide mentorship to our students once a week.

Robbinsdale hosts three parent engagement nights throughout the year, as well as grade-level family events to create a welcoming environment to parents and families. These nights focus on literacy, math, and STEAM2 activities. Robbinsdale and the Family and Community team created a new family/school compact for the 2019-20 school year.

Rapid City Area Schools participate in the South Dakota New Teacher Mentoring program which provides mentor teachers to 1st and 2nd year teachers. Robbinsdale utilizes this program, as well as additional building staff, to support new teachers to the profession and to Robbinsdale. Coaching and consultation support are provided to all new teachers.

Budget Implications:

- Additional pay for teachers to work outside the duty day.
- Substitute for teachers
- Assistant Principal
- Dean of Students
- Intervention Specialists
- Teaching and Learning Coach
- Money for resources and materials for parent education nights

Benchmark/Evaluation:

- Monthly Tier 1 and Tier 2 student support meetings to review discipline and attendance data.
- Grade-level problem solving teams to address Tier 1 interventions.
- Monthly School & Family Climate and Culture meetings.

- Decrease in office referrals.