

District:

Rapid City Area School District 51-4

School:

Robbinsdale Elementary

Building Principal:

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

Tami Kaaz

Date Completed:

May 2024

Budget Implications

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative:

Supports/Supplies for Students: (District Approved)

- Two additional Intervention Specialists and paraprofessional to support classrooms in both intervention and remediation activities.
- Dakota STEAM activities and supplies to provide extension activities for students and additional time for teachers to analyze data and plan Tier 1 instruction and interventions.
- Native American residences and resources to provide cultural experiences for students.
- Field trips to develop background knowledge to deepen comprehension work for students.
- Phonics/Literacy supplements that go above and beyond the district-provided materials.
- Math supplements that go above and beyond the district-provided materials.

Parent Advisory

- Food to remove a barrier for attendance to family engagement nights.
- Supplies for Math/Literacy/STEAM/Cultural Nights
- Additional pay for staff

Professional Development: (District Approved)

- Instructional Coach to provide support for new teachers and grade-level teams in classroom management, classroom instruction, and PLC processes.
- Kagan Training and Coaching and PD Supplies to help increase student engagement in classroom instruction.
- Conscious Discipline Training, Coaching, Book Studies, and PD Supplies to help develop a warm and safe learning environment.
- Supplies and additional pay for professional development to enhance Tier 1 instruction.
- New Teacher Orientation Activities above and beyond what RCAS provides.

Administration:

- Assistant Principal to assist with coaching teams, providing leadership to intervention and remediation activities, and lead programs related to students.

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 once every five years and use the results to regularly monitor and revise the plan. (ESEA Section 1114(b)(3) and Section 1114(b)(6)). Additionally, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA Section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. 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:

All schools in the district (including Title I and School Improvement) completed a Comprehensive Needs Assessment (CNA) surveys under the guidance of Huron Studer Consulting. Each survey asked questions aligned with the five pillars outlined in the district scorecard (improvement and action plan): Student Pillar, Staff Pillar, Communication Pillar, Community Pillar, Facilities Pillar. All staff were asked to complete two separate surveys, one on district leadership and one on building leadership. Each student (3-12) was asked to complete a survey based on their building, and each parent was asked to complete a survey based on their child(ren)'s building(s). Each building principal utilized the information from all surveys to complete action items as part of their school improvement. This served as the data point for developing high quality school improvement plans that would address individual schools' strengths and weaknesses as well as the development of goals/strategies for continuous improvement. Part of the process was to collect perceptual data through the dissemination of surveys to all school stakeholders (teachers, students, and parents/guardians). These surveys represent a powerful source of feedback for educators and school administrators. All the perception data that was collected created additional opportunities for school staff to improve on their current practices. Interviews with students, staff and administration again focusing on the perception of the functionality of the four components of school improvement. The interview data created an opportunity for teachers, administrators, students, and families to provide input towards the continuous improvement that a CNA can provide. Observational data included roughly 1000 minutes of observed classroom time which represent a small percentage of classroom instruction that occurs over the year at all schools and all grade levels.

Summarize the results and conclusions:

Narrative:

The areas of greatest needs identified by the school data, survey data, observations and evaluations prove that we need improvement in the areas of math, ELA, and family engagement.

The school has chosen the following for our three-year long term goals:

- **ELA:** 50% of students will make expected progress on benchmark assessments.
- **MATH:** 50% of students will make expected progress on benchmark assessment.
- **NON-ACADEMIC:** 87% of Robbinsdale families will participate in a family event, either in person or through a home activity.

The school has chosen the following for our 2024-2025 goals:

- In one year, 50% of students will make expected progress on benchmark assessments in both reading and math.

RCAS will continue to encourage Title I schools to utilize professional development funding for training that would include school leaders and teams. The following is a “menu of items” that will be provided district-wide to ensure training for a variety of stakeholder groups in conscious discipline: Conscious Discipline Menu 2024-2025

- Summer refresher Workshop for CDAT teams (3-5 attendees one must be an administrator)
- E-course for new staff
- Book study(s). Suggested books:
 - Building Resilient Classrooms
 - Managing Emotional Mayhem
 - Creating the School Family
 - Summer 223 “Make and Take” workshops (Supported internally by district experts: Provide materials for creating workshops and materials to create Conscious Discipline Games for CDAT Teams to practice the skills together with staff)
- Establish/Replenish supplies at the building level each year
- Use of train-the trainer internally supported workshop
- Parent Education Program
 - Implementing one form of outreach from the Conscious Discipline
 - Parent Education Curriculum (Open House, Parent Night, Mini-Session, etc.)
 - Purchase the Parent Education Curriculum for schools

Providing the foundation for our new District Strategic Plan, the “Well Rounded/Whole Child” will continue to focus on students, staff, and community. All initiatives will have a clear focus on the effects of trauma and identify students who may be experiencing trauma that is interfering in their ability to make progress academically and socially. Many of the schools have refocus rooms that incorporate strategies for identifying emotions and self-regulation techniques. Continued professional development for school teams will include onsite training, Conscious discipline training for new staff, and strategies to support all components of the Well Rounded/Whole Child Initiative. This plan aligns to the district Strategic Plan as it provides the foundation by which all other goals will be built and strengthened. This plan ensures the implementation of suicide prevention, intervention, and postvention; trauma informed care; restorative practices; and culturally responsive teaching. The plan is a joint effort between administration, the counseling and teaching staff, and district specialists as well as partnerships with local mental health agencies.

OSEU teachers will continue to support implementation of OSEU standards into year 4. Title VI also provided school assemblies, guest speakers and a variety of cultural activities across the district bringing in community leaders and having activities during or after school co-curriculars. In partnership with General funds, Title VI and Title I programs, General Beadle, South Park, North Middle School and Knollwood Elementary will provide Lakota Language. Lakota language teachers work collaboratively with the Title VI OSEU teachers providing inclusion strategies, vocabulary lessons, ideas for the implementation of the Wooke Sakowin (7 Laws of the Lakota) in the Classroom Setting and assisting with the district-wide initiatives of promoting South Dakota's Oceti Sakowin Essential Understandings (OSEU) across the Rapid City Area School District. These teachers worked with teachers in our buildings on a volunteer basis; building champions who were ready to embrace the work. We continue to have more teachers request the co-teaching program than we were able to accommodate. By enhancing cultural experiences, our Native American students will feel more accepted, valued, and celebrated and thus feel safe to explore and engage in their academic experience.

We continue to monitor and modify Tier 1 intensive instruction as well as to plan and implement individualized interventions. Teachers differentiate within their classrooms to provide intensive Tier 1 instruction for all students. All elementary teachers will be participating in an intensive early long AIM Pathways training for the 24-25 school year. Teachers will receive direct instruction for immediate classroom implementation. Students in grades Kindergarten through 2nd grade receive more instructional time by utilizing Literacy Specialists in the classrooms during literacy instruction. The AIM Pathways instructional model focuses on more direct instruction in the K-2 classrooms on phonemic awareness, phonics, phonological development, fluency, and comprehension. We continue to fine tune the workshop model across math and literacy, providing more opportunities for differentiated instruction. When academic or behavioral concerns arise indicating a student needs a more intensive intervention than provided in Tier 1; that student is referred to the building's Response to Intervention (RTI) team. Results of individual student data are presented and shared with all members of the team and decisions are made for Tier 2 interventions which are delivered in small group settings with specialized teachers. Intervention Specialists work directly with Tier 2 and Tier 3 identified students.

The district McKinney Vento program currently services identified families. MV program provides specialized services for homeless students and their families to include transportation, school supplies/clothing, and assists with resources as an attempt to remove any barriers that may prevent students from attending school. Our identified students that are experiencing homelessness are assigned a liaison that will assist the student's families in school enrollment as well as any other academic needs. The loss of a home can be traumatic, leaving children and youth with tumultuous feelings that can impact their social and intellectual wellbeing.

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 can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

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

Narrative:

Rapid City Area Schools will continue 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. Acadience data for both reading and math will be utilized to help target intervention needs and track Tier 1 instruction implementation.

All students will receive high-quality Tier 1 instruction. Teachers will receive professional development about quality Tier 1 instruction strategies. The teaching and learning coach and literacy specialist will provide support to classroom teachers through mentoring, observations, and will help lead adult learning in the building. They will help coach teachers on PLC steps and help lead conversations about best practices. Professional development will focus on increasing student engagement, lesson rigor, and opportunities to respond. All teachers participating in the AIMS Pathway SOR professional development will engage in conversations about implementation and examine evidence to address student needs in this area. Teachers will continue to participate in Kagan Cooperative learning lesson planning and coaching to increase participation in the instructional activities.

Teachers provide differentiated instruction within the Tier 1 instruction block. Grade-level teams will engage in high quality lesson design by identifying priority standards, determining learning targets and success criteria, and developing assessments based on those targets. Students who do not make progress on those targets during Tier 1 instruction will be provided intervention services to meet their differentiated needs. Additional intervention staff will be provided to assist with students who need remediation of prior skills and the RTI process. Teachers will utilize math and reading screener data and diagnostic assessments to determine point of need instruction for students. Robbinsdale will implement multi-tiered systems of support for students who are not making the expected growth. All students receive WIN time (What I Need) during Tier 1 instruction to address needs, both for students below and above grade-level. Tier II services include direct services with a specialized teacher.

The Robbinsdale leadership team identified the following strategies for the 24-25 SY:

Identification of Priority Standards and Vertical Alignment of those Standards K-5.

- PLC Process to answer 4 guiding questions.
- Team coaching using Strategy Implementation Guide and Pathway coaching tool.
- Team self-reflection and goal setting based on SIG and Pathway coaching tool.

AIMS Pathway Science of Reading Professional Development and Implementation with a focus on:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Kagan Cooperative Learning strategies are implemented daily to increase student engagement.

Student goal setting and celebrations.

Student-led conferences.

Thematic home engagement activities, such as:

- Multi-cultural events
- Kids Heart Challenge
- Reading and Math activities
- STEAM/Science

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.

Benchmark & Evaluations:

- SBAC Data
- Acadience Math and Reading Data
- NWEA MAP Math and Reading Data
- PLC team Data Cycles – agendas, protocols, CFA data
- Coaching cycle protocols
- 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 can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Narrative:

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. Robbinsdale will implement the Data Team process to provide differentiated instruction that is based on priority standards identified through the PLC team. The principal, assistant principal, Teaching and learning coach, literacy specialist, and intervention staff will support teachers and teams in standards-based planning, data cycles, utilization of the rigor and relevance framework, and creating positive classroom culture.

The School Improvement team will meet monthly to review school progress of the school improvement plan and goals. The leadership team will provide professional learning to staff in the areas of student engagement, identified instructional strategies, and rigorous lesson design.

The assistant principal will lead the behavior and attendance strategies and data collection. The assistant principal, along with the behavior interventionist, will work with teachers to develop strong, Tier 1, proactive classroom management strategies to provide a warm, school family community in their classroom. As student behaviors arise, the behavior interventionist will assist the teacher in collecting data and provide in-classroom support and interventions. There will be continued monitoring and, if needed, out of classroom interventions and skill building opportunities.

Additionally, the following strategies will address well-rounded instruction:

Kagan Cooperative Learning strategies are implemented daily to increase student engagement.

Student goal setting and celebrations.

Student-led conferences.

Thematic home engagement activities, such as:

- Multi-cultural events
- Kids Heart Challenge
- Reading and Math activities
- STEAM/Science

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.

Benchmark/Evaluations:

- Data team agendas and notes
- Behavior and attendance data
- Math and literacy CFA data
- Acadience Math and Reading data.
- NWEA MAP Math and Reading data.
- Work samples and student 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 of 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.

Narrative:

Robbinsdale works to provide a “well-rounded” education for students. Rapid City Area Schools will utilize Conscious Discipline with fidelity as the trauma-informed and restorative practices strategies in all elementary and middle school buildings of the district. RCAS will be utilizing the “train of trainer” model in providing training to all new staff and continued training for all staff. Title 1 schools may utilize professional development funds for ongoing training if necessary.

Robbinsdale School focuses on the whole child and has participated in trauma-informed and Conscious Discipline professional development. Robbinsdale staff receive on-site coaching and professional development in Conscious Discipline and implement 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 and intervention specialist. IA team including the assistant principal, 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 for the school and organizes small groups of students based on need. One intervention specialist will be dedicated to behavior by monitoring data, implementing behavior plans, working in small groups, and communicating with families.

“Morning Meeting” 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” and we also refer to the “The 7 Habits”. A Morning Meeting 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 hosts parent engagement nights throughout the year, as well as grade-level family events to create a welcoming environment for parents and families. Parents are provided an opportunity to give feedback for the Title 1 plan, compact, and other school-wide reform strategies implemented with Title 1 funds.

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 through the Teaching and Learning coach, as well as other instructional support staff in the building.

Using special education funds, Robbinsdale hosts a small ½ day preschool program, which registers students with special needs, as well as non-identified students.

Robbinsdale celebrates diversity, particularly South Dakota Native American customs, and traditions, with the Oceti Sakowin focused lessons, native hoop dancers, guest speakers, and other available resources.

Include a description of how the reform strategies will be evaluated for effectiveness and what evidence will be used. 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.

Benchmark/Evaluations:

- Weekly meetings with assistant principal and behavior strategist to review referral and RTI data.
- Grade-level problem solving teams to address Tier 1 interventions.
- Family Engagement Event data