

SY 2026-2027
Title I Schoolwide (SW) Plan

District:

Rapid City Area Schools

Robbinsdale Elementary

School:

Building Principal:

Beth Keeney

Select One:

☐ Initial Plan for new SW Program

☒ Revised Plan for a school currently operating an approved SW Program

Jordan Varilek

SD DOE State Title I Representative

Date Completed:

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.

Federal funds will support the implementation of Robbinsdale Elementary's Schoolwide Plan by providing additional academic, behavioral, family engagement, and professional learning supports designed to improve outcomes for all students, particularly those most at risk of not meeting academic standards. These efforts are aligned to the school's identified needs and are supported through budgeted expenditures within the Consolidated Application, along with additional district and local funding sources when applicable.

Funds will be used to strengthen student support systems through additional intervention staffing and supplemental instructional resources that enhance core instruction in literacy and mathematics. Schoolwide funds will also support culturally responsive learning opportunities, enrichment activities, and experiences that build student engagement, background knowledge, and connections to learning.

Federal funds will further support family engagement efforts by helping remove barriers to participation and increasing opportunities for meaningful school-family partnerships. Resources may include supplies and materials for family engagement events, communication tools, and supports that encourage participation and strengthen communication between home and school.

Professional development is another major focus of the Schoolwide Plan. Funds will support instructional coaching, teacher collaboration, training, and professional learning opportunities designed to strengthen Tier 1 instruction and improve instructional consistency across classrooms. Professional learning will focus on evidence-based instructional practices such as explicit instruction, active student engagement, effective lesson design, opportunities to respond, feedback, and positive classroom management systems. Funding may also support teacher planning resources, collaboration time, onboarding support for new staff, and materials needed to implement school improvement priorities effectively.

In addition, federal and district funds support leadership structures that enhance the implementation and monitoring of the Schoolwide Plan. Administrative and instructional leadership support help ensure consistent implementation of instructional practices, coordination of interventions and support systems, and ongoing communication with students, staff, and families.

Together, these funding sources provide the staffing, resources, professional learning, and family engagement supports necessary to implement the schoolwide improvement plan and increase student achievement, engagement, and success.

Supports/Supplies for Students: (District Approved)

- Additional Intervention support staff
- Dakota STEAM activities and supplies.
- Native American/OSEU residences and resources.
- Math/Literacy 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 for communication and working family nights
- Smore Newsletter Subscription Service for communication

Professional Development: (District Approved)

- Instructional Coach
- Cooperative Learning training, coaching, and PD Supplies
- Explicit Instruction Coaching and PD Supplies
- Supplies and additional pay for professional development to enhance instruction.
- Attending conferences related to Science of Reading, Cooperative Learning, Data/MTSS systems.
- Additional pay for leadership Team activities to include data analysis, planning, and preparation.
- Additional pay for teachers for collaboration and data analysis.
- Planbook to assist with lesson design.

Administration:

- Assistant Principal

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)). In addition, 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.

Robbinsdale Elementary conducts an annual comprehensive needs assessment that combines both quantitative and qualitative data to develop a clear and accurate understanding of school performance. This process includes the South Dakota Comprehensive Needs Assessment (SDCNA), which engages teams in analyzing school systems, instruction, and climate. In addition, Studer Education surveys are used to gather feedback from staff, students, and families regarding their experiences and perceptions of the school. Together, these tools provide a well-rounded view of strengths and areas for growth across all stakeholders.

Data Collection Process:

- Quantitative data is collected from:
- Acadience (K-1)
- NWEA MAP (2-5)
- Attendance records
- Behavior/discipline data
- Intervention progress monitoring

Qualitative data is gathered through:

- Staff surveys and feedback
- Family/parent input
- Classroom observations
- PLC discussions and reflections
- Leadership team input

Data Analysis Process:

Data is reviewed by: Guiding Coalition, Grade Level Teams

Frequency of review:

After each benchmark assessment

Data is disaggregated by:

- Grade Level

- Subgroups (ELL, SPED, FRL, Native American, etc.)
- Programs (intervention, supplemental supports)

Stakeholder Involvement:

- Staff involvement: Surveys, team collaboration, leadership committee input
- Family/Parent involvement: Surveys
- Student input (if applicable): Surveys, Student Leadership Team

Areas Reviewed in the CNA:

- Academic achievement and growth
- Tiered systems of support (Tier 1, 2, 3)
- Behavior and discipline
- Attendance
- Family engagement
- Professional development

Summarize the results and conclusions:

Data Picture of Robbinsdale Elementary:

Robbinsdale Elementary serves a diverse student population of approximately 313 students, with a high percentage of students qualifying for free and reduced lunch (89.78%) and a significant representation of Native American (19.49%) and multi-racial (15.65%) students. The school also serves 28.12% of students receiving special education services and a smaller percentage of English language learners (2.56%), reflecting a high-needs Title I setting.

Attendance: 76% of students attend 90% of the year.

- Attendance rates vary by grade and subgroup
- Some improvement in individual grade levels, but overall attendance remains a concern
- Notable inconsistencies across student groups
- Indicates need for:
 - Increased engagement strategies
 - Continued focus on reducing absenteeism

Behavior Referrals per Year: 290 Major Offenses (25-26 SY)

- **Decrease in major behavior referrals** over time (positive trend)
- Shift toward **proactive vs. reactive systems**
- Small group of students accounts for multiple referrals
- Continued need for:
 - Consistent behavior systems and routines
 - Targeted supports for repeat behaviors

Academic Performance - Math

- Overall math proficiency is low across grades, below district/state benchmarks
- Some positive growth trends:
 - MAP growth from BOY to MOY
 - Increased Acadience growth across demographics

Bright spots:

- 5th grade SBAC improvement
- Stable 4th grade performance

Key concerns:

- Decline in 3rd grade performance
- Persistent achievement gaps (white vs. non-white students)

Academic Performance – Reading

- Overall proficiency remains below district and state averages across grades 3–5
- K–1 Acadience shows growth, with notable improvement in 1st grade
- Only about 27% of students (grades 2–5) are at/above proficiency on MAP
- 4th grade MAP reading is a relative strength and on track to meet district goals

- Ongoing concerns:
 - Low kindergarten readiness (BOY data)
 - Student stamina and engagement during assessments
 - Alignment between instruction and assessment expectations

Employee Results (CNA + Studer) - Staff feedback reflects a strong, positive, and supportive culture. Employees feel valued, supported with resources, and clear about expectations. There is a shared commitment to collaboration and continuous improvement, providing a strong foundation for growth.

Opportunities for improvement center on increasing clarity and consistency in systems and communication. Staff identified a need to strengthen instructional practices—particularly consistent lesson design and strategy use—while also increasing coaching, feedback, and two-way communication across the organization.

Student Results (CNA + Studer) - Students report strong relationships with adults and feel supported in their learning. Most indicate they have trusted adults they can go to and feel respected by staff, reflecting a positive school environment.

Areas for growth include strengthening peer relationships and students' overall sense of belonging. Some students report inconsistent peer respect, limited connection to school, and uncertainty about available supports. Increasing engagement, belonging, and clarity of expectations will be key focus areas.

Family Results (CNA + Studer) - Family feedback highlights strong trust in the school and positive relationships with staff. Families feel welcomed, believe teachers care about their children, and are comfortable connecting with school leadership.

Growth areas focus on communication and consistency. Families expressed a need for clearer guidance on how to support learning at home, more consistent enforcement of expectations, and increased proactive communication, including positive outreach.

Overall Takeaway - Across all groups, Robbinsdale demonstrates a strong foundation of relationships and a positive school culture. The primary area for growth is increasing clarity, consistency, and communication—particularly in instructional practices, expectations, and family partnerships—while continuing to strengthen student belonging and engagement.

Summary:

Strengths:

- Strong staff-student relationships
- Improving behavior systems
- Growth in early literacy and some math areas

Key Needs:

- Increase academic proficiency in reading and math
- Strengthen Tier 1 instruction and alignment
- Address achievement gaps across student groups
- Improve attendance and student engagement
- Continue building a stronger sense of belonging

Robbinsdale 26-27 School Improvement Goals:

- 20% of students will reach proficiency on the SD Assessment in Reading and Math.

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.

The plan supports the most at-risk students through a comprehensive multi-tiered system of support (MTSS) that uses frequent data from NWEA MAP and Acadience to identify student needs early and provide timely, targeted interventions. To help at-risk students remain on track or get back on track, the school implements high-quality Tier 1 instruction supported by differentiated teaching, explicit instruction, Kagan Cooperative Learning, and Science of Learning principles, along with small-group and individualized interventions based on diagnostic data.

Students who are in danger of falling behind are supported through early identification, ongoing progress monitoring, and immediate access to additional instructional time during WIN and Tier II services, while staff collaborate in PLCs to adjust instruction and address skill gaps. The plan ensures that both academic and non-academic needs are met by integrating strong instructional systems with behavioral and social-emotional supports, including trauma-informed practices and Conscious Discipline, along with intentional family engagement and problem-solving processes.

Finally, the plan provides opportunities for all learners by using WIN time and differentiated Tier 1 instruction to meet students where they are—offering targeted support for those below grade level and enrichment and extension opportunities for those performing above grade level.

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.
- Data team cycle agendas and protocols and common assessments.
- 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.

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The plan's schoolwide reform is grounded in providing a well-rounded education by strengthening core instruction in literacy and mathematics while intentionally integrating science, the arts, and applied learning opportunities to increase student engagement and relevance. This work is aligned to identified needs from the Comprehensive Needs Assessment, which highlighted the importance of improving instructional consistency, increasing rigor, and ensuring all students have access to high-quality Tier 1 instruction. Transitions between grade levels are supported through collaborative structures such as PLCs and Data Teams, where teachers analyze student data, align priority standards, and plan for continuity of instruction. Additional transition supports, including preschool readiness experiences and ongoing communication between grade levels, help ensure students enter each new learning environment prepared for success.

The plan enriches and accelerates curriculum by focusing on strong lesson design rooted in clear learning targets and success criteria, paired with instructional strategies that increase student engagement and opportunities to respond. This directly addresses CNA findings related to the need for more consistent instructional practices across classrooms. Systems are in place to ensure implementation at all levels, including monthly School Improvement Team meetings, leadership-led professional learning, and structured coaching cycles. Staffing and professional development are central to this work, with the principal, assistant principal, teaching and learning coach, literacy specialist, and intervention staff providing ongoing support through modeling, feedback, and job-embedded coaching. Substitute coverage is provided to allow teachers to fully engage in coaching cycles, reinforcing a culture of continuous improvement.

To improve academic outcomes for all students, the plan emphasizes high-quality Tier 1 instruction supported by explicit instruction, formative assessment practices, and collaborative planning through PLCs and Data Teams. Teachers are supported in using evidence-based strategies such as goal setting, feedback, and microteaching, along with Kagan Cooperative Learning to increase engagement and accountability. These strategies are intentionally aligned to the school's priority need of strengthening instructional practices and ensuring clarity around what students are learning and how success is measured. The plan increases both the amount and quality of learning by providing dedicated common planning time, structured intervention blocks, and ongoing professional development aligned to teacher needs identified through both the CNA and staff feedback.

In addition, the plan incorporates a comprehensive range of supports to address both academic and non-academic needs. Counseling and mental health supports are provided through regular guidance lessons, small-group interventions, and staff training in trauma-informed practices, including Conscious Discipline. Tiered behavioral systems are led by the assistant principal and behavior interventionist, focusing on proactive Tier 1 classroom management and targeted interventions when needed. Intensive academic support is delivered through intervention services and data-driven instruction, ensuring students receive support based on their specific skill gaps. Professional development remains a key driver of this work, with ongoing opportunities in areas such as structured literacy, student engagement, social-emotional learning, and effective instructional practices, ensuring that staff are equipped to meet the diverse and evolving needs of all students.

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.

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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