

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

CENTRAL R-III (094086) - WEST ELEM. (4060)

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The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

(a) Use of Funds for Schoolwide Programs

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

1. **Planning & Review Team: Name and Title**

Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

The principal, director of special services, two Title I teachers, Title I paraprofessional, a teacher representative from each grade level, the building counselor, a special needs teacher, and three parents meet monthly from November to March to conduct a needs assessment and develop a comprehensive plan for the total instructional program in the school.

2. **I. Needs Assessment - Schoolwide Program Plan.**

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of:

Student achievement data that clearly identifies areas of low achievement;

LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and

The resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan.

The Central R-III School District evaluated academic programming and performance by analyzing local assessment data and demographic data, and Missouri Assessment Program (MAP) results. The following data sources were used at West Elementary: building Annual Performance Report, building APR Supporting Data, individual MAP results for students, Moby Max assessments, Star Testing results, Pathways to Reading results, reading and math series assessment results, Study Island assessment results, and quarterly assessment results. The group analyzed the special education and at-risk incidence rates, the educational environment, district benchmark assessment data, and the MAP results for the past several years. Current regular education interventions at West Elementary were discussed including reading and math interventions for grades K-5.

The data drilldown revealed that the proficiency rate for all students and the super subgroup of students at West Elementary were below the target and below the growth level in communication arts and mathematics.

Based on these findings, the planning team hypothesized several root causes. Staff are inexperienced in using data effectively to select research based instructional strategies or intervention services. Teachers are not teaching with fidelity to the core. Teachers have a lack of knowledge of research-based instructional strategies in differentiated instruction. Teachers need to identify specific interventions to address the needs of students struggling in reading and mathematics, which could allow for support teachers to work with their students in the regular education classroom more and increase students' time in the regular education environment. Math instruction has been based on calculation and worksheets and needs to include more reasoning and problem solving skills.

Based upon this hypothesis, the following prioritized needs were determined:

1. Build the capacity of teachers to use data to inform instruction by providing time for teachers to work collaboratively to analyze student work and assessment data and to modify instruction.
2. Implement research-based differentiated instructional strategies and readying strategies through a systematic method in a tiered instructional support system (RTI).

3. **II. Schoolwide reform strategies**

Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –

Strengthen the school's core academic program

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

Professional Learning Communities. Date of implementation

Schoolwide Positive Behavior Support. Date of implementation

Tiered instructional support such as Response to Intervention. Briefly describe the process used.

At the beginning of the school year, Moby Max and Pathways to Reading assessments are given at West Elementary. Staff take those results, along with previous assessment scores from the year before and teacher recommendations, and build their intervention and enrichment groups. Staff progress monitor the lower groups to see if students are mastering the skills for each group. Once students master the skills in a group, they are moved to a different group with different skills. There is continuous movement of students from group to group and records are kept on each individual student and the progress that is made.

Other: List planned intervention(s) and briefly describe.

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4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

West Elementary uses common assessment, Pathways to Reading, Moby Max assessments, Star testing, MAP, and Study Island results to monitor and benchmark student performance and group students into intervention/enrichment groups.

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5. Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

- extended school year
 before-and after-school tutoring
 summer programs and opportunities
 other:

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6. Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include –

- (aa) counseling, pupil services, and mentoring services
- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
- (cc) integration of vocational and technical education programs.

West Elementary recognized that students cannot do well academically if their primary needs are not addressed. Because of the high percentage of students who qualify for free or reduced lunch, the school has worked with community organizations to provide backpacks of food and supplies for students who need them. Additional mentoring is provided through Young Faith in Christ. Additional programs within the school, such as: classroom guidance activities, school-wide character education programs, weekly nutrition presentations, area bank presentations, and MAC Junior Achievement Program are also provided. Supplemental counseling and support beyond what is provided by the school counselor is provided through the Department of Social Services Family Division, BJC, and private agencies.

Career information and exploration is provided through the Girl Scouts, other guest speakers, and classroom guidance activities.

Activities for transitioning fifth grade students to middle school include a tour of the building and meeting the teachers.

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7. Address the assessment measures the school will use to determine if student needs are met.

School attendance, behavior, participation in the designed activities and student academic performance will be reviewed quarterly. Partnerships and community involvement will be reviewed annually.

Student incentives include MAP incentives, Honor Roll incentives, attendance incentives, year-end attendance incentives, student of the month luncheons, and AR rewards.

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8. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program.

Teachers help in the development of common assessments and benchmarks. Data teams-both horizontal and vertical-have been established and help set end of the year achievement targets for the grade/building.

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9. Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Pathways to Reading data will be used for progress monitoring. RTI intervention groups, before and after school tutoring, title services, flexible grouping for fourth and fifth grade students, and the gifted programs are all used to support student needs and provide extra assistance.

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10. Individual student MAP results will be provided in a language parents can understand through:

- A translated version or by a translator
- Parent-teacher conferences
- Parent meetings/trainings to understand MAP and interpret results
- A detailed explanation sent home to parents
- Other:

11. **III. Instruction by highly qualified teachers**

The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

- Teachers are highly qualified with documentation on file
- Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.
- Other:

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12. How will federal funds be used to help teachers meet the highly qualified requirements?

- The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc
- Other:

13. **IV. Professional development**

Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards

Professional development needs are based off of a yearly district-wide needs assessment, CSIP goals, and assessment results. Whatever is deemed necessary to implement the goals of each building or found to be of significant need, teachers are provided professional development on.

14. Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

The Central R-III School District checks teacher qualifications prior to the assignment of classes, actively recruits teachers with needed skills and certificates, provides competitive salaries and benefits, and has identified ways to retain teachers.

15. **V. Parent involvement**

Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.)

- Parents are involved in planning activities
- Parents are involved in implementing and evaluating activities
- Parents are involved in school decisions
- Parents are provided with meetings and notifications concerning student progress
- Other steps the building will use:

16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

West Elementary will coordinate and integrate Title I funds with other funding including: Title II.A, Title VI.B, and local funds to provide a seamless support system for all students. Using the Response to Intervention model, all students are provided tiered interventions and enrichment based on individual student data and needs. Processes are in place to progress monitor and benchmark student progress, analyze data for growth and needed interventions, and modify instruction based on this data analysis.

17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

The plan is made available on the district website, it is placed in the student handbook, all building teachers are given a copy, and a copy is located in the principal's office and district administrative office. It is reviewed annually with the advisory group and on title nights. Parents are provided with copies of the parent involvement plan and school compacts and all meetings follow federal requirements.

18. **VI. Preschool Transition**

Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

The PAT staff and a kindergarten teacher go to HeadStart and local daycares and provide information to parents with children in these programs about kindergarten, screening, and kindergarten round-up. The elementary principal is involved in the HeadStart Advisory Committee and maintains contact with them throughout the year. A pre-k summer school is provided to help with the transition and students attending the Title Pre-K program get to eat lunch with the current years kindergarten class, as well as tour the building.

19. A schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6.

The preschool will not be included as part of the Schoolwide Program.

The preschool will be included as part of the Schoolwide Program. Explain how the preschool programs will be incorporated.

Schoolwide funds support the Title Pre-K program by providing the salary and benefits of a teacher and paraprofessional Title funds also help support the purchases of materials and supplies and professional development for this program.

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