

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

MARSHFIELD R-I (112102) - EDWIN P. HUBBLE ELEM. (4020)

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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.

This plan was developed with parent and community involvement. Teachers, principals, parents, patrons, a literacy coach, and central office administrators were consulted and met to write and collaborate on this plan. It is felt that this plan is comprehensive enough to reform the school's total instructional program. The team members are as follows: Melynda Van Note, Federal Programs Coordinator; Laura O'Quinn Hubble Elementary Principal; Julie Underhill, Assistant Principal, Jana Greenfield, Literacy Coach; Tina Loftus, Classroom Teacher-Kindergarten; Tracy Gray- First Grade Teacher; Lorissa Gray, Preschool Teacher; Amber Hill and Jeanie Johnston, Reading Recover/Early Lit Teachers; Michelle McGlynn and Wendy Fleeman, Parents and Lindsey Baedke, Hubble Elementary Counselor.

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 team evaluated academic programming and performance by analyzing state assessment data, demographic data, and local assessment data. The following data sources were used: Annual Performance Report (APR), Developmental Reading Assessment (DRA), and iReady diagnostic scores. Hubble houses preschool through first grade. Hubble is a feeder school to Webster where they take the third grade MAP assessment. In the spring of 2015, third graders at Webster Elementary scored 23% proficient and 28.9% advanced in Communication Arts and 24.3% proficient and 19.5% advanced in Mathematics. Historically, our students perform better in Math than they do in Communication Arts. The strand that the students struggle with the most is Speaking and Writing Standard English. Students are assessed 2-3 times a year using iReady diagnostic assessment. The assessment data showed that in the winter of 2015, 66% of kindergarten students were proficient in reading grade level performance standards and 68% were proficient in math grade level performance standards. 32% of first grade students were proficient in reading grade level performance standards and 43% were proficient in math grade level performance standards.

Kindergarten and first grade students are also given the DRA in the winter and in the spring. In May 2015, 73% of Kindergarten students were on or above grade level and 75.3% first grade students were on or above grade level on the DRA. To improve scores and ensure that students are meeting grade level expectations, professional development for staff in comprehensive literacy has become a strong focus for the whole building. The building's literacy coach provides quarterly training for new and veteran teachers to revisit essential components of balanced literacy. The building's literacy coach also peer models and pushes in to classroom to provide support as needed to teachers. In looking ahead the district will:

- a. Provide on-going training for PK, K, and 1st grade teachers on implementing comprehensive literacy, giving literacy assessments with validity and fidelity, modeling literacy lessons in the classrooms, and supporting teachers in meeting the needs of students.
- b. Provide professional development to teachers that are "new to the district" one day a week on a monthly basis.
- c. Train teachers on the components of the literacy block in Kindergarten and First Grade which will consist of ABC/Blends/Vowel Combinations, Shared Reading, Guided Reading, Word Work, Interactive Writing, and Independent Journal Writing,
- d. Maintain an updated leveled library so that teachers have access to the purchase of additional guided reading literature sets. These are to be placed in a leveled reading library to be shared throughout the building.
- e. Administrators will continue to complete 4-8 observations in every classroom on a yearly basis to evaluate cognitive engagement, critical thinking, effective motivation, and formative assessment strategies as they relate to literacy by doing 8 to 10 walkthroughs during the school year. engagement, critical thinking, use of instructional resources, and formative assessment strategies as they relate to literacy by doing 8 to 10 walkthroughs during the school year.

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

August 2006

- Schoolwide Positive Behavior Support. Date of implementation

August 2006

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

Hubble Elementary utilizes a Response to Intervention system when working with students who are struggling academically. A process has been developed for identifying students who do not respond to regular Tier 1 classroom instruction. A designated team (TST) evaluates students twice a month and develops interventions to be implemented during the regular day to help students make needed academic and social progress. Systematic diagnostic assessments are administered to all students three times a year. This data as well as teacher anecdotal information is used to determine the need for interventions. Interventions are provided by Title interventionists who are housed at Hubble. Interventions included both one-on-one instruction and small group instruction in reading, writing, word work, and math. Data is collected to monitor students' progress. Progress is discussed with teachers in POD meetings to determine the need to change or continue the current intervention. These teachers are highly qualified and the interventions are implemented with fidelity. These teachers attend on going high quality professional development. Reading Recovery is a research based program and proven to be effective.

- 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:

1. DIAL-4. This is given to all incoming pre-kindergarten students.
2. Locally Developed Assessments. This is given to all students during regular instructional cycles to determine achievement in math and reading.
3. iReady. This is given to all kindergarten and first grade students as a diagnostic assessment at the beginning of the year, mid-year, and at the end of the year.
4. Concepts about Print (CAP). This is given to kindergarten students at the beginning of the year.
5. DRA. This is given to the first grade students at the beginning of the school year and given to kindergarten and first grade students at the end of the school year. Teachers use information from these assessments to differentiate instruction in the classroom and help give students the interventions they need.

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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:

At Hubble elementary teachers focus on differentiating instruction through small group instruction to maximize learning opportunities for all students. Struggling students receive additional intervention support from pull out intervention teachers. Kindergarten and first grade students utilize the instructional component of iReady to progress through specialized instruction at their individual level and at their own pace.

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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.

Hubble Elementary recognizes that students cannot be successful academically if their primary needs are not met. At Hubble, we provide a Friday Backpack Program that provides food for students in need. Our building houses a coat closet where students can get necessary items such as coats, gloves, hats, underwear, pants, and shoes. The community also donates gloves, hats and scarves for children who do not have these during the winter months. Our district houses a SOS closet that allows families to get clothing they need. A generous donation from a community member has allowed us to adopt numerous children for Christmas each year and allows them to receive toys, clothes and shoes under their tree. Hubble Elementary employs two retired teachers who work part-time for the Success team where students with high at-risk needs are taught life-skills such as goal setting, manners, friendship skills, listening skills, etc. These teachers check in with students daily to make sure they are at school and are on time. Hubble Elementary has a full-time counselor who meets with students one-on-one, and in small groups as needed. Hubble Elementary is also in the process of training to be a Leader in Me school to emphasize the importance of teaching life and leadership skills.

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

School attendance, behavior reports, TST student goals, and tracking by the Success Team on attendance and behavior, and iReady diagnostic scores.

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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 are represented on the District Assessment Committee. Each teacher is also encouraged to participate in at least one building committee such as Leader in Me, TST, or PLC. Teachers are given ownership to work together to help make decisions on student achievement, assessments, curriculum, and building operations. Collaboration is the key in these committees.

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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:

Hubble Elementary uses Response to Intervention when working with students who are struggling academically. A process has been developed for identifying students who do not respond to regular Tier I classroom instruction. We then provide interventions and monitor the progress of those students to determine if Tier II interventions are being successful. Universal screenings are administered to all students three times a year. This data and other data are used to determine the need for interventions. Interventions are provided by interventionists who are housed at Hubble. Those administered interventions may include one-on-one instruction or small group instruction in reading, writing, word work, and math. Data is collected to monitor students' progress. Progress is discussed with teachers in POD meetings to determine need to change or continue the current interventions or refer the student to the teacher support team (TST). The TST team meets to discuss the need for further intervention (Tier III or possible special education referral). The interventions are mostly done through Reading Recovery and early literacy groups. These teachers are highly qualified and the interventions are implemented with fidelity. The interventionists and Reading Recovery teachers attend ongoing high-quality professional development. Reading Recovery is a research based program and proven to be effective. After school tutoring is also offered to students who are behind academically in their classrooms.

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:

MAP results are not provided at Hubble elementary because MAP is not given at the kindergarten or first-grade level.

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:

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

The district literacy coach will provide on-going training for PK, K and 1st grade teachers on implementing comprehensive literacy, giving literacy assessments with validity and fidelity, modeling literacy lessons in the classrooms, and supporting teachers in meeting the needs of students. This training will be done monthly in PLC time, early out time, during class instruction through modeling, and during 1/2 day in-house trainings. Reading Recovery teachers receive training on a monthly basis from their trainer yearly.

The Marshfield R-1 School District utilizes the Network for Educator Effectiveness teacher evaluation model. Each certified teacher will be observed 4-8 times per year by administration with feedback being sent within 24 hours of the evaluation to help coach teachers. Teachers are also expected to create and implement a Professional Development Plan, a Unit of Instruction, and Student Learning Objectives (SLO's). All administrators will be trained and have been certified to perform the evaluations. Several teachers and administrators attend the PLC annual conference every year. This keep us current on how to use collaboration to maximize instructional time.

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

Hubble is 100% highly qualified.

All applications are screened upon receipt for the purpose of checking qualifications and certification. Only the most qualified are granted an interview. We recruit experienced teachers first to better serve those students with the highest needs. Qualifications are always checked prior to class assignments.

The district has a competitive salary schedule with benefits.

The district has a Highly Qualified Teacher Plan for the district and each building that outlines expectations for the principal to follow.

We offer a professional environment with high quality professional development for our teachers. We provide nice facilities as well as adequate technology. We assist teachers in becoming highly qualified by using Title II-A funds for professional development and the MEGA.

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:

At Hubble Elementary parent involvement is a foundational key to success. Events are held throughout the school year to increase parent participation. Teachers communicate with parents on a regular basis with parent-teacher conferences as well as weekly newsletters that are sent home. Parent Involvement Activities such as Sneak Peek, Title I Parent Nights, Grandparents Night, PTSG, seasonal parties, Taste of Hubble and Carnival are held yearly at Hubble. Many of these activities include the preschool as a means of transition to kindergarten. The Schoolwide Plan is distributed to parents at the beginning of the year in student folders during Sneak Peek. It is also given to all new students as a part of the enrollment packet. It is also posted on the school webpage for parent access and presented for comment and questions for clarification at the Annual Meeting in the fall.

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

The district coordinates and integrates Title I Schoolwide funds with Title II, entitlement funds, state funds, and local funds in a variety of ways to provide the best programs/services possible for our students.

All students in Hubble Elementary benefit from Title I Schoolwide funds in terms of interventions provided by supplemental teachers, instructional supplies and technology. Push-in and pull-out programs are supported by both local and federal funds in the classrooms.

Local funds support the at-risk programs that are offered at Hubble Elementary.

All teachers benefit from high quality professional development that is funded through the integration of funds.

Parent Involvement is also funded by federal, state, and local funds depending on the activity. This helps to increase student achievement.

The district analyzes available funds from all sources and makes sure the use of these funds are used efficiently to ensure the effectiveness of all programs for the comprehensive instructional programs that meet students' needs. One way the district monitors this is by yearly program evaluations that are presented to our board of education.

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

The Schoolwide Plan is distributed to parents at the beginning of the year in student folders during Sneak Peek. It is also given to all new students as a part of the enrollment packet. It is also on the school webpage for parent access.

It is also presented for comment and questions for clarification at the Annual Meeting in the fall.

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.

Hubble Elementary hosts a Title I preschool on the grounds. This preschool is instrumental in preparing students for kindergarten. An integrated Early Childhood Special Education Classroom is on the grounds which serves students with handicapping conditions along with regular education preschoolers. This program has been very successful in preparing our students with disabilities for kindergarten. Hubble Elementary provides a Kinder-prep Academy every summer for students who are entering kindergarten. It has the same schedule as our regular summer school. All incoming kindergartners are also invited to attend Taste of Hubble in the spring. This is an event that allows students and their families to eat dinner in the cafeteria, go on a scavenger hunt through the building, and ride a school bus before kindergarten screening. Hubble has a Sneak Peek event before school starts in August where incoming students are able to come to school to meet their teachers, see their classroom, and have another opportunity to become familiar with the school building. The District also has an active Parent as Teachers program which provides developmental family visits and group meetings for the parents of preschoolers. The school collaborates on a regular basis with the local Head Start, preschools and daycare providers to help students enter school ready to learn. These facilities also send newsletters home to parents telling them of upcoming school events for the purpose of transitioning their students into kindergarten.

The preschool is included in the Schoolwide Title program. The program has two full time teachers and two full time instructional assistants. Classes are one-half days Monday through Thursday. The Title I preschool is fully funded through Title I with the exception of benefits for teachers and instructional assistants. Preschool parents are included in all the parent involvement activities in the building such as Sneak Peek, Title Nights, annual meetings. Taste of Hubble, Carnival, and regular conferences. Preschool Teachers are included in all the professional development activities that are offered in the building. Technology is also integrated into the preschool program, Preschool teachers serve on building and district committees and are resources for early childhood activities in the community and district.

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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.

The preschool is included in the Schoolwide program. The program has two full time teachers and two full time instructional assistants. Classes are one-half days Monday through Thursday. Parent meetings, field trips and home visits are conducted on Fridays. The Title I preschool is fully funded through Title I.

Preschool parents are included in all the parent involvement activities in the building such as Sneak Peek, Title Nights, Annual Meetings. Taste of Hubble, and regular conferences.

Preschool Teachers are included in all the professional development activities that are offered in the building. Technology is also integrated into the preschool program,

Preschool teachers serve on building and district committees and are resources for early childhood activities in the community and district.