

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

MARSHFIELD R-I (112102) - SHOOK ELEM. (4060)

Team Members:	Melynda Van Note	Director of Federal Programs	melynda.vannote@mjays.us	4178592120
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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. All faculty members were asked for input and the building planning team compiled the results and created the preliminary goals. Teachers, a counselor, principals, a literacy coach, parents, patrons, and central office administration 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; Bob Currier, Principal; Rebecca Weigand, Assistant Principal; Karen Mallard, Counselor; Jana Greenfield, Literacy Coach; Sherri Price, Supplemental Reading and Math Teacher; Cathy Laird, Supplemental Reading and Math Teacher; Sherry Linville, Classroom Teacher; Lacey Watson, Parent; Lacey Replogle, 4th Grade Classroom Teacher; Angie Pollard, 4th Grade Classroom Teacher; Kristina Fishel, 4th Grade Classroom Teacher; Jennifer Matthews, 5th Grade Classroom Teacher; Teacher; Celina Cron, Supplemental Reading and Math Teacher.

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.

Student Achievement Strengths:

- In ELA, students seem to be able to follow a writing process and can write with a clear controlling idea with use of relevant details and examples.
- In Math, students show a strong understanding of determining symmetry in the area of Geometry.
- Determining areas of polygons and non-polygonal regions has shown steady improvement
- Working with data (analyzing it, representing it on graphs, etc.) is strength.

Student Achievement Needs:

- In ELA, Use of punctuation seems to be an area of weakness
- Explaining how an author uses reasons and evidence to support particular points in a text
- Informational text, in general, seems to be a weakness -- being able to summarize, making inferences, determining main idea, etc.
- Being able to quote directly from the text is an area which needs work as well.
- For Math, estimation seems to be a weak area.
- Generating sequences based on a given rule or identifying the rule could use some help.
- Students seem to struggle in the area of converting from one unit of measurement to another as well.

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

Students are discussed as needed, as well as during monthly PBS Team Level Meetings. Team Level Meetings include classroom teachers, interventionists, and special education teachers. The intervention process at Shook is as follows after teacher's initial concerns:

- Students previously identified for interventions are screened within the first two weeks of school
- Discuss students and possible in class intervention strategies at Team Level PLC Meeting
- Use the Marshfield Teacher Team Student Intervention and Progress Monitoring sheet to organize:
- Data Scores (I-Ready, DRA, Work Samples, Otis Lennon, Benchmarks, and Common Assessments)
- Services Received (After School Tutoring, In School Tutoring, Counseling, Intervention Time, Breakfast Club, Behavior Plan, Success (at-risk) Program, Title Reading, and Title Math)
- Problem Statement (Focusing on the biggest area of struggle for the student) Implement a research based intervention for six weeks
- Progress monitoring is done by graphing data on the research based intervention

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

Classroom teachers provide Tier I and Tier II interventions and team interventionists provide Tier III. We have a system in place for kids who we are specifically monitoring. As far as interventions being administered consistently.....there is some concern that students may not be getting all of the "layers" they are required in the classroom.

Interventions are based on teacher recommendation to their grade level team. Interventionists work with students based on multiple criteria data for reading and math services. Eligible students' progress is monitored weekly with fluency reports, running records, and BRIs. The Success Team Interventionist pushes into each individual classroom throughout the week.

- 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:

- DRA2 for a reading diagnostic assessment 3 times annually
- Running Records for reading fluency and accuracy. A minimum of every other week for students reading below grade level.
- I-Ready Diagnostic Assessment 3 times annually. This is a predictive assessment that assists our teachers in identifying the progress of their students.
- Quarterly common formative assessments.
- Common formative assessments in all 4 core areas.
- Reading interventionists use the Basic Reading Inventory to track the progress of their Tier II students.

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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:

- We have several teachers providing remedial and enrichment groups after school through our AIM program. These groups meet at least once weekly for an hour.

- We also offer our Breakfast club for the intentional non-learners. This group meets with our Encore (art, music, P.E. and Library) teachers daily before school starts to ensure homework is complete and they are ready for the day.

These same groups of students meet with their teaching team interventionist prior to leaving school for the day to see if they need additional help with work and prepare to go home.

This is paid with local funds.

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.

The following strategies are used for meeting the educational needs for our underserved population at Shook Elementary School:

1. Individual and group counseling
2. A+ mentors from the high school
3. Success Program (at-risk) pull out and push in program
4. Breakfast Club for intentional non-learners in the morning before school and prior to leaving school
5. Tier Three Rtl model with systematic progress monitoring

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

- DRA2 for a reading diagnostic assessment 3 times annually. These help determine the progress of the students.
- Running Records for reading fluency and accuracy. A minimum of every other week for students reading below grade level. The running records help guide the instruction for interventions such as guided reading and pull out programs for Tier III.
- Acuity Predictive 3 times annually. This is a predictive assessment that assists our teachers in identifying the progress of their students.
- Quarterly common formative assessments are analyzed for immediate feedback to help guide instruction for all students.
- Common formative assessments in all 4 core areas are analyzed for immediate feedback to help guide instruction for all students.
- Reading interventionists use the Basic Reading Inventory to track the progress of their Tier II students.
- Attendance: Regular attendance is critical to the academic success of struggling students.

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.

All certified staff members will be required to meet with the principal along with other members of the Teaching Teams to discuss MAP results, formative assessment data and ongoing progress monitoring of students. This team will make recommendations for student interventions and remediation.

Providing students with the tools to be equipped and empowered for lifelong learning is a central focus of our district mission. Caring parents, faculty and administration hold each other accountable for student learning. Shook provides challenging learning experiences for each of our students. We use Developmental Reading Assessment (DRA), the DRA2 Progress Monitoring tool, I-Ready Diagnostic Assessments, common- formative and summative assessments along with adopted curriculum assessments. These assessments allow teachers to monitor and adjust the curriculum, instruction and assessment to target individual student needs.

Curriculum, Instruction and Assessment Strengths

- Teachers provide instructional strategies and activities to involve students in their learning.
- Assessing student learning to modify and adjust teaching strategies to best meet the learning needs of students.
- Collection of quantitative and qualitative data to support student academic and personal growth.

Curriculum, Instruction and Assessment Needs

- Professional development to learn how to read/use testing data from Acuity. To quote a survey response, "There does not seem to be time to pinpoint areas of need and address them, in addition to the excessive testing across the board."
- Benchmarking, common assessments and assessment rubrics are also recognized needs of the 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:

Students are discussed at monthly PLC Team Level Meetings. Classroom Teachers provide Tier I and Tier II interventions. Supplemental Reading and Math Teachers provide pull-out and push-in services to students for Tier III interventions. Students who have difficulty are also provided assistance through the Breakfast Club, after school tutoring, in-school tutoring, counseling, behavior plans, the Success(at-risk) Program.

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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:

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

With the district focus of improving communication arts scores on the MAP, our professional development at Shook has been the same. Implementing comprehensive literacy with fidelity in each classroom has been our goal since 2008-09. The majority of the classroom teachers received three years of training through the Missouri Reading Initiative. The new teachers will all attend the district "New Teacher Literacy Academy" with the district Literacy Coach.

Secondly, the district has made a commitment to meeting students where they are with technology. We have two classrooms fully equipped with iPads for each student; all faculty members have an iPad for instructional use and each classroom is equipped with an interactive white board, projector, and document camera. Our faculty has committed one Wednesday (PLC)/month several half days to professional development on how to use these tools to deliver instruction for our students.

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

Shook Elementary is 100% highly qualified.

All applications are screened upon receipt for the purpose of checking qualifications and certifications. 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 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 will assist teachers in becoming highly qualified by using Title II-A funds for professional development and the PRAXIS.

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:

Family and Community Involvement Summary

Family and Community involvement can have a powerful and positive impact on student outcomes. Shook Elementary is committed to the development and sustainability of family and community involvement. We strive to achieve family and community partnerships that positively impact the success of all Shook students.

Through self- assessment and surveys Shook Elementary has reviewed current practices and determined areas of strengths and areas needing improvement.

Shook Elementary welcomes all families and community members to a variety of school activities, some of which include: Sneak Peek Night, Title I Parent Night, Open House/ Grandparent Night, Fall and Spring parties, Science Fair, Art Show/Auction, Music Concerts, Talent Show, and PTSG functions.

We also have effective communication through both print and online announcements in which parents/caregivers receive information that will ensure that all information is available about school policies, procedures, and expectations. These include social media, school handbooks, weekly classroom newsletters, monthly building wide newsletter, and school calendars for advance notice of activities. While communication is a strength, we feel it is something that can also be improved upon by making patrons more aware of the variety of resources used for communication and by keeping news up to date.

Shook has a well-established framework in place in which parents/caregivers/community members are partners in decisions that affect their children's education. There are several opportunities for patrons to share information and concerns. Among these are, guidance advisory meetings, needs assessment committee, teacher conferences, open door policy for administrator communication, as well as parent/caregiver surveys that allow for additional responses.

Shook invests in its students by successfully collaborating with the local community and by supporting programs that assist parents with health, nutrition, and drug and alcohol abuse awareness *D.A.R.E. , Red Ribbon Week, Backpack Program, and the Dental Health Unit .

After analyzing the data we feel there is a need for parent community educational programs that provide additional resources to assist students based on the unique needs of caregivers. These may include Grandparents as Parents workshop, Love and Logic training, and Transition to Jr. High assistance. We also feel there is a need for a stronger relationship with our local Parent Teacher Support Group which may include active recruitment of staff for participation in PTSG activities.

- Welcoming family and community in all activities:

Sneak Peek	Grandparents Night
Title 1 Parent Nights	Muffins with Mom
PTSG	CHAMPS
Pioneer Days	Fall and Spring Parties
Christmas Concert	DARE Graduation
Write-On Festival	5th Grade Talent Show
Art Auction	Science Fair

- School Calendar for advance notice of activities
- Student Handbook
- Open door policy for administration
- Social Media (Facebook, Twitter, School/Teacher Websites)
- Weekly classroom newsletter
- Drug and alcohol abuse awareness (Don't Meth, DARE, and Red Ribbon Week)
- Title 1 Communications – Parent Night
- CHAMPS(Community Helpers Assisting Marshfield Public Schools)

- Community members involved in school decisions:

Guidance advisory meeting

Needs Assessment Committee

Monthly building wide newsletter

Parent and teacher conferences through phone calls home, weekly newsletters and individual conferences as requested

Family and Community Involvement Needs:

- Parent Community Education Programs (Transition to Junior High and Grandparents as Parents)
- Stronger relationship with PTSG – active recruitment of staff for participation in PTSG activities

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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 Shook benefit from Title I Schoolwide funds in terms of interventions provided by supplemental teachers, instructional supplies and technology. Co-teaching is implemented in the classrooms and is supported by local funds and Entitlement(special education) funds.

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

All teachers benefit from highly 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 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.

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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 Peak. It is also given to all new students as a part of the enrollment packet. The information is also posted on the school webpage and updated annually.

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

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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.

Shook Elementary houses only students in grades four and five. Please refer to the Schoolwide Plan for Hubble Elementary School.

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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.

Shook Elementary is a building that houses grades four and five.