

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

MARSHFIELD R-I (112102) - DANIEL WEBSTER ELEM. (4040)

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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 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; Michelle Mitchell, Webster Elementary Principal; Julie Underhill, Assistant Principal; Jana Greenfield, Literacy Coach; Julie Manary, School Counselor; Courtney Kelsay, Classroom Teacher- 2nd grade; Natasha Adams, Classroom Teacher-3rd grade; Misty Wilson and Courtney Kelsay Parents; and Nikilyn Crawford, Tara McBride and Jessica Grace, Interventionist.

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.

This past Spring our state test was based upon new standards and was administered on-line for the first time. Due to the fact that the assessment was new, we cannot draw inferences from longitudinal data in order to create reliable growth plans. Webster Elementary students did fall slightly below the state average in ELA and slightly above the state average in math. Since these Missouri Learning Standard are new, we will need to devote professional learning time to the teaching and learning of those new standards in the next couple of years. Those new standards include an intense study of fractions for third graders. We will need to carefully study those standards so that we can develop appropriate lessons and assessments to teach those new skills. We will be analyzing the data from our unit assessments and using that information to create SMART goals and focuses for improvement.

Learning to read and reading to learn are major focuses in 2nd and third grade. When we look at our reading data, we find that we have students who are reading below level and who are in need of additional reading support. We also have students who are reading above grade level and could benefit from some enrichment.

Attendance rate has been an area of strength for students at Webster as well. For each of the past three school years, our attendance rate has continually improved. As a result of that data, we will be addressing weaknesses in the following ways:

1. Train new teachers in the Comprehensive Literacy Model and continue to offer trainings to veteran teachers in order to maintain a high level of fidelity within our tier 1 instruction.
2. Provide small group and one-on-one instruction in addition to the core instruction, for students who are reading below level, or who are struggling with specific skills in reading and/or math.

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.

The Webster Elementary School implements a three tiered system of RtI. Our Teacher Support Team (TST) helps to guide the RtI process by providing leadership and reviewing data. Teachers meet in teacher teams after DRAs have been given to group students based upon level and need. Students are grouped for specific instruction that research tells us their need based upon their reading level. Students are given additional instruction on specific skill deficits in their regular classroom. Students who need additional help are pulled out for an extra dose of reading with a Title I supplemental reading teacher. For students who are not making sufficient progress, we offer pull-out programs that are scientifically research-based such as Edmark, L.I.P.S. and Reading Mastery, LL Intervention and DRA Progress Monitoring. Throughout this process, students are monitored at least weekly and if students are not making adequate progress, teachers meet in teams to problem-solve and modify interventions as necessary.

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

We use the Jan Richardson's Guided Reading Model which complements the Comprehensive Literacy Model for Core Instruction as well as the LLI Reading Intervention System for Reading, and The Math Diagnosis and Intervention System from Pearson for Math

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:

Developmental Reading Assessments(DRA)
iReady

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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:

One thing we have struggled with is loss of instruction time due to time in transition; therefore, we are instituting an after-lunch recess to cut down on the number of transitions and increase time in the classroom.

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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.

At Webster Elementary, we recognize that students cannot do well academically if their primary needs are not addressed. Because of the high percentage of students who qualify for free and reduced lunches (65%), we have worked with community organizations such as local churches and civic groups to provide food for students who need it. We provide daily snacks as well as send food bags home with children over the weekend. In addition, we offer at-risk services during the day for students who need support: organizational help, extra academic interventions, and social skills they need to be successful. We also have a building SOS (Students Supporting Other Students) closet where kids can get clothing and shoes for free whenever needed. Our at-risk teacher meets with kids during the day and during lunch to provide social skills lessons to students who need that help. Our counselor also meets one-on-one with kids to help provide guidance and support with specific issues.

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

Assessment measures to determine if student needs are met:

1. School Attendance
2. Tier 2 PBS Team
3. Teacher Support Team (TST)

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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.

The PLC Leadership team drills down MAP data and iReady data to the classroom and individual student level. Then groups of teachers meet vertically and horizontally to discuss trends, strengths and weaknesses of groups of students and individuals. Teams also meet to identify common areas where students struggle or excel and develop lessons, remediation, and enrichment accordingly.

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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:

Throughout the classroom instruction cycle, teachers analyze daily review assignments and provide immediate feedback and corrective instruction for students as they are learning new content. Next year, we will have two interventionists per grade and will be able to offer more interventions for students. Students will be served in small groups in both reading and math and will be monitored for growth during their instruction. After 6-8 weeks of instruction, teachers will analyze data and modify instruction as needed for individual students. Time will also be set aside next year for grade level remediation and enrichment. Teachers will pre-test on topics and based on results, will form instructional groups for that topic. During the instruction of that topic, students will receive 30 minute to an hour of either additional instruction on that same content or enrichment on that content. This will be a new model of intervention we will be implementing to help address grade level struggles in addition to students who are struggling with content and skills from prior years.

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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:

Our building does not send MAP data home with students due to the age level of students in our building. The MAP data for third grade is received in the summer and then sent home with students who have been promoted to the next building, Shook Elementary.

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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

We have an in-house literacy coach who is trained through the Missouri Reading Initiative and Comprehensive Literacy Model and who provides training, modeling and coaching to new teachers and support to veteran teachers in implementing our tier one comprehensive literacy instruction. Principals receive on-going training through the Network for Educator Effectiveness which includes training on cognitive engagement, problem-solving and critical thinking, and formative assessment. Teachers also attend workshops designed to help them address behavioral concerns that may hinder learning as well as attend workshops designed to increase their effectiveness as educators. Each year, a group of teachers attend the Powerful Learning Conference and bring back ideas to strengthen our core instruction, small group instruction, and culture of our building--all of which help us be better prepared to help students meet academic standards.

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

Webster 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.

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:

Events are held throughout the year to increase parent participation. Parents are invited in to events such as: Sneak Peek, Open House, Grandparents' Night, Parent teacher conferences, Fall and Spring Annual Title meetings, and the Art Show. Parents also are welcomed to come eat lunch with their child. Teachers communicate with parents on a regular basis through weekly newsletters, e-mails and phone calls. Our building also sends home a monthly newsletter which contains building events. Parents are invited to provide input on our building plans and the direction we head as a building.

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 Webster benefit from Title I Schoolwide funds in terms of interventions provided by supplemental teachers, instructional supplies and technology. 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 Webster Elementary School.

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

Parent Involvement is also funded by federal funds. 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.

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. The plan is posted 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.

Webster Elementary houses second and third grades and does not have a preschool program and does not transition preschool students. Please refer to the Hubble Elementary Schoolwide Plan.

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.

Webster Elementary only houses student in the second and third grades.

Last Submitted Date: 04/26/2016

Approved Date: 06/13/2016

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