

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

HOLCOMB R-III (035094) - HOLCOMB 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.

The planning team is composed of the Federal Program Director/Curriculum Director/Instructional Coach, two Title I teachers, two Title I paraprofessionals, two regular classroom teachers, Elementary Principal and four parents. The committee met on May 9, 2016 to conduct a building needs assessment and develop a schoolwide plan.

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 Holcomb Elementary School Title I Schoolwide committee met in May of 2016 to conduct a needs assessment. The data sources used were: building Annual Performance Report, building Annual Performance Report Supporting Data, Study Island Benchmark assessments, DIBELS, Gates-MacGinitie assessment data, and grade level MAP results. The committee analyzed subgroup achievement, district benchmark assessment data, MAP results for English Language Arts and Mathematics, correlation between student benchmark performance and honor roll status, and parent participation rates. Current regular education interventions at the elementary schools were discussed including reading and math interventions for grades K-6.

The data drilldown process revealed that the proficiency rate status for all students is Approaching for both English Language Arts and Math. The proficiency rate status for the subgroup is Approaching for English Language Arts and for Math. Study Island Benchmark assessments indicate that we have a very small percentage of students scoring proficient or above in Mathematics or English Language Arts for grades 3-5. The committee also compared the percent of students making Honor Roll to the percent of students scoring proficient and above on Study Island Benchmarks and found that there is a huge discrepancy in these numbers. The committee discussed the common teacher feelings that the Study Island Benchmarks were certainly harder than our MAP tests and that there seems to be more correlation between MAP proficiency scores and Honor Roll students. DIBELS benchmark assessment at the end of 2016 indicates 41% of K-3 grade students met reading benchmark. Spring 2016 Gates-MacGinitie reading scores shows 47% of students are reading at or above grade level. The building's parent participation is continuing to be very strong.

Based on these findings, the committee hypothesized several root causes. The staff needs more professional development in using data effectively to select research based instruction strategies and providing differentiated instruction for students at risk. More collaboration is needed between regular and supplemental teachers to narrow focus of student needs. Teachers need to increase the level of rigor in the classroom so that students are better prepared to meet state standards. Teachers need more training in using assessment to identify specific reading and math deficiencies and monitoring student progress.

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

1. Increase the knowledge of teachers in using data to drive instruction by continuing to provide time for teachers to work together in analyzing student work and assessment data.
2. Strengthen the knowledge of teachers in the use of research based instructional strategies in differentiated learning.
3. Implement research-based differentiated instructional strategies to meet the needs of students in the areas of communication arts and 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

- Schoolwide Positive Behavior Support. Date of implementation

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

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

The staff will be implementing Marzano's research based strategies for increasing student achievement. All teachers K-6 will participate in an online professional development program through the PD360 program. This course will focus on Marzano's strategies. Teachers will collaborate and discuss how to implement these strategies in their classrooms through forums and grade level meetings. Teacher evaluations have been revised to include observation of evidence of research-based strategies being implemented in the classroom and to what degree. Student classroom assessments will be revised to reflect the inclusion of these strategies.

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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:

The following assessments are used to diagnosis, monitor and benchmark student performance: DIAL-4, Gates-MacGinitie, STAR Reading, Study Island Benchmarks, Stanford 10, DIBELS, WIDA-Access and text based assessments. The DIAL-4 is used as one of the criteria to be used for Title I Preschool eligibility. DIBELS, Gates-MacGinitie, STAR Reading and Stanford 10 are used for supplemental communication arts placement. All available assessments are used to make changes in instruction and provide student specific interventions.

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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.

The Holcomb Elementary School recognizes 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 priced lunch, ELL and Migrant populations, the school has worked with school and community organization and churches to provide backpacks of food and food baskets, school supplies, coats, clothing and shoes for students who need them. Mentoring is provided through the district's at-risk program. Counseling and support is provided by school counselors. School counselors also provide career information and exploration through weekly meetings with groups of students. The school also helps students transition from home to preschool or kindergarten through parent meetings and activities. Sixth grade students are helped to transition to junior high by introduction to new teachers, tour of facilities, and review of class schedules.

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.

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 use common planning time to review assessment data from MAP, Stanford 10, DIBELS, Study Island Benchmarks, Gates, etc. During these meetings teachers discuss and make recommendations on changes in the instructional program or strategies for student academic improvement. Grade-level teachers are also involved in developing common assessments

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:

The building recognizes the importance of identifying individual student needs and/or group needs. In order to continually monitor student needs, academic assessments will be administered throughout the school year on a regular basis. They will include three Study Island Benchmarks, two writing benchmarks, two Gates-McGinitie assessments, and three DIBELS benchmarks. Assessment results are used to determine which children need interventions and/or what interventions are working. Students not meeting benchmarks may be provided supplemental communication arts and/or math instruction during small or individual groupings within the classroom, supplemental communication arts pull-out, and/or after school tutoring.

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

The Holcomb Elementary School's professional development focus will be Marzano's research based instructional strategies. During this time teachers and paraprofessionals will be involved in an online professional development course on Marzano's strategies through the PD 360 program, grade level collaboration and work and content area collaboration and work. Teachers will be given an assigned activity in which they will be required to post answers and reflect on what they have learned or what strategies have been tried in the classroom. Teachers will work in groups to plan ways to incorporate these research based strategies within their classrooms. Teachers will work in groups to design common assessments to be used in their classrooms that reflect the implementation of the research based strategies. Over time teachers will learn to integrate research based strategies into their everyday classroom activities. Teachers will be working to make sure they maintain the implantation of these strategies as they work on revising the curriculum with the new Missouri Learning Standards.

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

In order to attract high-quality highly qualified teachers, the district posts openings on the web and advertises in area newspapers to recruite those with the best qualifications. Prospective candidates must provide proof of qualifications to be considered for employment. Prospective candidates interview in front of an interview committee and are rated using a rating scale. The district provides a competitive salary schedule and benefits.

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:

Preschool parents receive a home visit.

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

The Holcomb Elementary School will coordinate and integrate Title I services for PK – 6 grade students with other supplemental services including: funding sources such as Title I.C, Title II.A, IDEA, and non-funded programs such as LEP, Homeless, and Immigrant. The district reviews existing services and resources, and available funding annually, to increase efficiency and effectiveness of all programs. Documentation of student eligibility for Title I.A, Title I.C, IDEA, and LEP programs will be maintained and continuously monitored for redundancy of instructional services. The Federal Program Director will meet with teachers providing supplemental services to identify overlapping services, monitor each program's effectiveness, and avoid splintered instructional programs.

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

The Title I Schoolwide plan will be located in the office of the Federal Program Director in the elementary school building for teacher, parent and/or public access. A translator will be used if an individual needs language assistance.

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.

In the Spring of each year prospective preschool and kindergarten students and their parents will be offered a transitional meeting to help prepare them for school. During that meeting, parents will be provided a prechool handbook or student handbook, meet teachers and tour the classrooms. Students entering preschool will be offered at least one home visit before school begins. Open House will also be provided for preschool and kindergarten. Open House will take place before school begins and will give parents and students an opportunity to make contact with the teacher so they might address any concerns before the child starts to school.

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.

Approved Date: 06/29/2016

Approved By: HEISLEN, KYLE