

# Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

## ADAIR CO. R-I (001090) - ADAIR CO. 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 Adair County R-1 Title I Planning Team consists of the Principal, Title I/Reading Resource Teacher, all lower elementary teachers, and three parents of the community. We meet each year in the fall and provide information at the Family Learning Night. In April, a Title I Parent Involvement Survey is sent home with each student in the school Grades K-6 in order to conduct a needs assessment and develop a plan of action for the development of the Title I Schoolwide Plan. We meet again in early May to review and prioritize the resulting strengths and weaknesses and to determine interventions, goals and objectives for the plan. A comprehensive plan for the total instructional reading program in grades K-6 for the following academic year is developed and submitted for Board of Education approval.

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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 Adair County R-1 School District has evaluated academic programs and performance by analyzing assessment data which includes MAP (Missouri Assessment Program) Grades 3-6, Terra Nova Grades K-2, Gates-MacGinitie Grades K-6, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Grades K-6, Computer Based Study Island Grades 3-6, and classroom assessments. The needs assessment also included analyzing results from Parent Surveys administered throughout the year and information gathered from the elementary teachers, Parents as Teachers staff member, Special Education Teacher, office referral rates, the educational environment, and current education reading interventions for grades K-6. The Team met to review the strengths and weaknesses identified in the needs assessment and the possible root causes. The Team prioritized the needs and developed goals and objectives to address the prioritized needs. The plan will be reviewed and revised each year to address the needs identified in the annual needs assessment.

Statistics from the 2014-2015 year

The data drilldown process revealed the following Communication Arts (English Language Arts) strengths:

DIBELS data Grades K-6 indicate that 63% of students were at Benchmark at the end of the 2014-2015 academic year with many of these students reading above their current grade level. Communication Arts MAP data revealed that 49.83% of students in Grades 3-6 were Advanced or Proficient. Terra Nova data indicates 67% of students in Grades K-2 are at grade level or above. Gates-MacGinitie data Grades K-5 indicate 59.8% of students scored at or above grade equivalent.

The data drilldown process revealed the following Communication Arts (English Language Arts) weaknesses:

DIBELS data Grades K-6 indicate that 24.16% of students are below benchmark at some risk and 12.83% of students are at risk. MAP data grades 3-6 indicates 42.47% of students are at Basic, and 7.7% of the students are at Below Basic. Terra Nova data indicates 33% of students in grades K-2 are below grade level. Gates-MacGinitie data grades K-6 indicate 26% of students have skills not met. 40.2% of students grades K-5 scored below grade equivalent. All grade levels indicate a below average comprehension level with a weakness in the areas of writing, inferential comprehension on both fiction and nonfiction text and using words in context. This data, along with the communication arts classroom core program data, indicates a need for improvement.

Based on these findings the planning team hypothesized several root causes for the low Communication Arts scores: Collaboration time between regular and supplemental teachers is an issue. There is not a collaborative planning time during the school day, and staff has to meet during lunch time or after school. Teachers have a lack of knowledge of research-based instructional strategies in differentiated instruction. Teachers need to identify specific SBR (Scientifically Based Research) interventions to address the needs of struggling students. Teachers do not have a specified SBR curriculum for after school tutoring. In the beginning of the year teachers need to use the Houghton Mifflin Integrated Theme test as a "how to" guide with a lot of focus on how to complete the test. Teachers need to model comprehension and problem solving strategies in communication arts.

Based on the hypothesis, the following prioritized needs were determined:

1. Provide time for classroom teachers, Title 1 Resource teachers, Special Education teachers and paraprofessionals to work collaboratively to analyze student work and assessment data in order to modify instruction as needed.
2. Provide professional development opportunities for all staff on differentiated instruction and designing instructional practices to include differentiated instruction and re-teaching.
3. Provide SBR interventions for after school tutoring.

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### 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

2009-2010 Planning Stages with committee  
2010-2011 Implementation with students

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

Tiered instructional support based on three levels is gathered through benchmark assessments. Educators instruct students as a whole group during Tier I instruction. All students are included in this instruction. Tier 2 students are groups of two to six students that fall near the struggling mark based on benchmark data. These students receive an additional thirty to forty minutes per day to support their intervention needs. Tier 3 students are students at risk. They are given one-on-one instruction for an additional twenty to thirty minutes per day to support their intervention needs.

Tier 1 Houghton Mifflin Core curriculum and assessments

Tier 2 Houghton Mifflin Intervention Strategies for Extra Support and SBR supplemental materials

Tier 3 Special Education curriculum support

Students are identified for the tiers using Houghton Mifflin weekly Skills assessments, Houghton Mifflin Theme assessments, DIBELS Progress Monitoring data as well as other assessments mentioned in Item #4. These are used to diagnose and monitor student performance and to identify areas of needed changes in instruction, reteach, and form small group and one-on-one instruction as needed.

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:

MAP, Terra Nova, Gates-MacGinitie, DIBELS, Houghton Mifflin Theme Tests, Houghton Mifflin Weekly Skills Tests, Computer Based Study Island, DOL

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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:

Tutoring is provided by A+ students during the school day.

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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.

Recognizing that students cannot do well academically if their primary needs are not met, the Adair County R-1 School District addresses these needs. 65% of students qualify for free or reduced priced lunch. Adair County R-1 School District provides breakfast and lunch for all students and a daily snack is provided in grades K-1. Backpacks of food provided by the Central Missouri Food Bank are sent home with qualified students weekly. The school also provides needed school supplies such as pencils and paper to all students who need them. The school participates in the A+ Program. This allows high school students to mentor students in the elementary grades. Grade Buddies help support and mentor each other and meet at least once per week. For example, Grade 6 buddies with Pre-K.

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

School attendance records, behavior patterns, percent of participation in the programs and services, students' academic performance review with two-week grade checks, deficiency and failing lists, quarterly review of student academic performance, parent-teacher contacts (both positive and negative) with contact log, annual review of partnerships and community involvement, and annual surveys will be conducted to determine if needs are met.

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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.

Data results are shared among teachers and areas of need are identified through common assessments, benchmarks, and theme/unit assessments. A spiraling curriculum is used with teacher collaboration through the grades. Assessments drive teacher instruction with reteaching, team-teaching, small group instruction, and one-on-one instruction so that all students' needs are identified and met.

Professional development activities include collaborative time for MAP data analysis and improvement plans for areas of concern in grades 3-6. This will help guide instruction and improvement for grades K-6.

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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:

The Adair County R-1 School District uses Response to Intervention including regular systematic Dynamic Indicators of Basic Early Literacy Skills Progress Monitoring assessments to monitor and identify student difficulties. This allows effective timely additional assistance and support in reading during the school day and after school tutoring for struggling students based on the needs identified. The district will offer extended instructional time before and after school for individual instruction to increase achievement for struggling students throughout the school year. Summer School is offered for all students.

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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:

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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:

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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 Adair County R-1 School District has monthly professional development on instruction and guidance for using data from progress monitoring and other assessments. Using data from current needs assessments drives the instruction. Using data to drive instruction is a focus of our professional development. Professional development also includes Missouri Learning Standards. Teachers and Paraprofessionals are provided support, mentoring and professional development to guide student achievement. New teachers and Paraprofessionals are provided in-service opportunities to support their positions. Professional Development is provided through summer workshops and during the academic year in support of identified needs. Professional Development opportunities are provided for all staff including the administration.

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

The Adair County R-1 School District is in a small rural community with a competitive salary schedule and benefits compared with other rural schools in the surrounding area. The salary schedule is updated each spring in order to continue to be competitive. The district recruits and maintains highly qualified teachers with the needed skills and certificates. The district checks all new potential teachers' qualifications and all teachers are placed to serve those students with the greatest needs.

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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:

The Adair County R-1 School District provides a fall and a spring Family Learning Night (FLN) for grades K-6 students and parents focusing on activities that will help parents with their children at home. The families of Parents as Teachers and PreK are included in these FLNs.

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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 Adair County R-1 School District will coordinate and integrate Title I funds with other funds including Title II.A, VI.B, Local funds, Basic Formula-State Monies, and Small Schools Grant 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. Processes are in place to Benchmark and Progress Monitor student progress, analyze the data for growth and needed interventions, and modify instruction based on the data analysis.

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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 Title I Schoolwide Plan is made available as a PDF link on the district website and copies are available in the Office of the Superintendent and Principal. It is also made available to parents at Family Learning Night. The District provides language translation if needed.

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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.

The Adair County R-1 School District conducts a Kindergarten Round-Up in April of each year which includes a kindergarten screening before students enter Kindergarten in the fall. Parents as Teachers staff, school nurse, Kindergarten teachers, pre-school teachers, and other staff work together to screen students. In the fall of each year a Jump Start Kindergarten is given to incoming kindergarteners and their parents/guardians. They are provided with a tour of the building, classrooms, lunchroom, library, restrooms, nurses office, administrators' offices, playground, and a school bus. Students learn bus safety and classroom procedures in preparation for entering the building ready to learn. Summer School is provided for pre-kindergarten students that will be entering Kindergarten in the fall.

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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.

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Last Submitted Date:

Submitted by: