

SUMMARY OF SCHOOLWIDE PROGRAM PLAN (Building Level)

DESE Approved 2016-2017

Address each of the following:

1. The Richmond R-XVI School District gathered a group of relevant Stakeholders to guide the improvement Planning process. They included the Curriculum Director, Middle School Principal, Elementary Principals, 2 Board Members, 2 Parents/community members, 2 regular education teachers, 1 Title I teacher and 1 special education teacher.

2. **I. Needs Assessment – Schoolwide Program Plan**

The Stakeholder group reviewed the data available from the AYP (past) and APR data including MAP/EOC data disaggregated by school, grade, and subgroup, and local district data, including Developmental Reading Assessment (DRA) scores (3-5), pre and post testing in grades 6-8 and Scholastic Reading inventory testing in grades 7 and 8.

3. **II. Schoolwide reform strategies**

The building will provide opportunities for all children to meet the State's proficient levels by providing tiered instructional support through such programs as Response to Intervention. Effective methods and instructional strategies based on scientifically based research that strengthen the school's core academic program will be developed through Professional Learning Communities. BIST training is provided for all staff members, and is supported by two social workers, one housed at each elementary building. These two individuals counsel and work with students and their families.

4. High-quality student academic assessments such as DIBELS, DIBELS Next, DRA, Burns and Roe Individual Reading Inventory running records, and classroom assessments 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.
5. The amount and quality of learning time and help provided and enriched and accelerated curriculum by providing before-and-after school tutoring, and a Blast-Off! Program in August, used to expose students to a small-group shortened day experience prior to school beginning
6. The needs of historically underserved populations are served.

(aa) Counseling is provided by both certified counselors, in all buildings, and social workers at the elementary levels. Additionally, BIST support is available and contracted to support at-risk students. Through these efforts, low-achieving students have additional supports to be successful.

(bb) All students have finance exploratory courses at the middle school and all high school students are required to take a finance course.

7. Formative assessments are used consistently in grades K-2 through DIBELS assessments, classroom assessments, writing prompt assessments via Units of Study by Lucy Calkins and frequent conversations with families. With the RTI implementation and philosophy, learners are frequently assessed to determine if interventions are meeting student needs.
8. 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. Team meetings are used to review data of individual learners. These meetings occur by recommendation of classroom teachers as well as from universal screening assessment information. Study Island has been purchased to assist students in school and at home to prep for the MAP. Likewise, Scholastic Reading Inventory and Scholastic Reading Counts is used at the upper grades.
9. The district has offered assistance to teachers to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance. The district has trained staff members via an iTeam (instructional leadership team), who has been trained by McREL learning labs in the ways we motivate students using grades. This has caused a change in the culture of how students are truly motivated to learn. Additionally, the Common Core Standards have been highlighted in terms of the speaking standards. Much more active, interactive and verbal methods of learning are taking place.
10. Individual student MAP results are provided in a language parents can understand through a translated version or by a translator, a parent-teacher conference, and/or a detailed explanation sent home to parents.

11. **III. Instruction by highly qualified teachers**

Teachers that are highly qualified have documentation on file.

12. 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.

13. **IV. Professional development**

The Richmond R-XVI School District has offered a Summer Institute to all teachers for the past ten years. This has been an opportunity for staff members to all be trained in a similar way, with a similar focus. This has been very well received, with over 75 teachers (out of about 110) attending these trainings. The instructional team then uses PLC time to review, reflect and provide more information for implementation.

14. High-quality teachers are recruited through Career Placement Days at MU, UCM, Northwest, William Jewel and Missouri Western. Partnerships through Park and William Jewel have allowed us the opportunity to place student teachers in our buildings with

the hope of retaining high-quality candidates. We have recently purchased TalentEd to allow for additional recruitment possibilities via technology.

15. V. Parent Involvement

Parents are involved in planning activities, school decisions, with meetings and notifications concerning student progress.

16. The district coordinates and integrates federal, state and local services and programs to support the school's efforts. Because of PLC implementation, all services have the opportunity to meet and support individual students. Title I teachers, as well as Special Education teachers, meet with regular education instructors regularly to coordinate efforts for student achievement. The following agencies are frequently consulted: DFS, county juvenile authorities, HeadStart, private preschools, and local and county police/sheriff departments.
17. The plan is made available to the LEA, parents, and the public, in an easily understandable and uniform format. During planning meetings and Title Orientation meetings, LEA Plans are reviewed and suggestions are given for improvement. This is explained so that education-ese terms can be defined.

18. VI. Preschool Transition

Kindergarten round-up is used as a time for screening purposes. A family night is held for those enrolling in kindergarten. Our Blast Off! program is a 7 day pre-kindergarten experience to prepare students in a small group, ½ day setting for the upcoming school event. The Title I preschool teacher meets with families and Head Start on Wednesdays to prepare students and parents for kindergarten.

19. The preschool will not be included as part of the Schoolwide program