

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

RICHMOND R-XVI (089089) - DEAR 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 Richmond R-XVI School District gathered a group of relevant Stakeholders to guide the Improvement Planning process. The Stakeholder group included the Director of Special Services, two Elementary Principals, 2 parents/community members, 2 regular education teachers, and 2 Title 1 teachers. The Stakeholder group is responsible for guiding the Improvement Planning process and strategy implementation over the course of the 5 year proposed 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 Stakeholder group reviewed the data available from the APR data including MAP/EOC data disaggregated by school, grade, and subgroup, and local district data, including Developmental Reading Assessment (DRA) scores (K-5), DIBELS Next scores (K-3), Benchmark Assessments (K-5), pre and post testing in grades 6-8 and Scholastic Reading Inventory testing in grades 7 and 8. This group also asked for a data review of attendance, tutoring data and drop-out information. A district survey, given annually, was also used to assess attitudes and perceptions in the community. A data drilldown process was used to look for patterns in the data that might suggest why students are not achieving academically at the level necessary to meet the goals. The group determined that the district was not meeting the subgroup goal in the area of communication arts and math at the elementary school level. After review of the data, the Stakeholder group determined that additional information was needed and conducted focus groups with regular, Title 1 and special education teachers to identify what school specific factors were contributing to the low academic scores of students at the elementary school level. After completion of the focus groups, the Stakeholder group met again and re-reviewed the state and local district data in conjunction with the new information gathered. Based upon this data analysis, the group determined that the literacy programs and specific interventions for students in early grades were not sufficient to meet the needs of students who had difficulties learning to read. This could prevent students from developing good basic reading skills that would then carryover to the elementary and middle school students when MAP tests are given. Based upon this hypothesis, the following prioritized needs were determined: 1. Focus on student performance in the elementary buildings to improve communication arts skills. 2. RtI implementation in grades K-3, with training as this group proceeds through the district. 3. Highly-qualified teachers working with all students, and increased professional development offered to veteran teachers.

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

2006-2007 School Year

- Schoolwide Positive Behavior Support. Date of implementation

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

Implementation date 2010-2011 School Year through current school year

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

BIST training for all staff members since 1999 in the Richmond R-XVI School District. This is supported by two social workers, one housed at each elementary building. These individuals counsel and work with students and their families to provide a strong foundation towards achievement and social awareness.

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:

DIBELS, Burns and Roe and/or BRI, Running Records and classroom assessments

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:

In August, a Blast Off! program is used to expose students to a small-group, shortened day experience prior to school beginning.

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.

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 this course to graduate. Kagan Structures training is offered to all staff members. Additionally, the MSIP 5 checklist is used to ensure that walk-throughs by administrators address and promote multiple methods of instruction.

cc. The Richmond R-XVI School District contracts with Lex-La-Ray for Career Training. Additionally, a vocationally certified vo-ag program and business program are onsite at the high school levels. Explore and PLAN tests are utilized to assist students in a career path choice. At the high school level, advisory groups are established to provide small-group teaming with an instructor that remains with that student for all four years. This person is the direct link to the home and provides direction for students.

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

Formative assessments are used consistently in grades K-3 through DIBELS Next 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. 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.

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 assessment. Likewise, Scholastic Reading Inventory and Scholastic Reading Counts is used at the upper grades to engage students in reading and text-dependent responses.

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 district has trained staff members, who have 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 Learning Standards have been highlighted in terms of the speaking standards. Many more active, interactive and verbal methods of assessment have been implemented due to this curricular change. Learning targets have been identified and progress towards those are reported to parents. It is no longer acceptable to simply state that your child is failing; teachers are specific in the learning skills that need to be improved upon. We also offer the following traditional assistance strategies: tutoring, summer school, special education referrals and 504 plans.

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:

We currently have no paraprofessionals.

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 Richmond R-XVI School District has offered a Summer Institute to all teachers for the past twelve 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 approximately 110) attending these trainings. The instructional team then uses PLC time to review, reflect and provide more information for implementation throughout the year. Trainings on evidence-based initiatives is also available to staff, 24/7 through the purchase of PD360. This is an online tool that highlights such professionals as Wiggins, McTighe, Guskey, and DuFour. This is also utilized as an evaluation tool, with principals being able to assign staff members certain videos and reflection questions as part of their professional growth. The district uses an incentive of hours watched to move on the salary schedule to support this offering.

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

High-quality teachers are recruited through Career Placement Days at MU, UCM, Northwest, William Jewell and Missouri Western. Partnerships through Park and William Jewell 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. More traditional methods include: job postings within the district, use of MOREap, postings on our district website and SuccessLink.

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:

16. The district will coordinate and integrate the following 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 1 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. The Backpack program is supported by Rotary, Kiwanis, Harvesters and Salvation Army to provide weekend food, food over Holidays and breaks.

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

During planning meetings and Title 1 Orientation meetings, LEA Plans are reviewed and suggestions are given for improvement. The Plan is also distributed to parents at the beginning of the year. This is explained so that education-ese terms can be defined.

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.

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, 1/2 day setting for the upcoming school event. The Title 1 preschool teacher meets with families, ECSE, and HeadStart on Wednesdays to prepare students and parents for kindergarten. Many family activities that occur at this building include preschool families so that the environment is familiar when school-age occurs.

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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