

Planning & Review Team:

The principal, Title I teachers, a representative from each grade level and parents met over a period of several meetings to conduct a needs assessment and develop a plan for meeting the instructional needs of Moreau Heights Elementary school.

List Team Members and Role:

- Suzanna Haugen, Principal
- Meghan Holliday, Title I Teacher
- Doug Jungmeyer, Behavior Interventionist
- Carrie Dunn, Classroom Teacher and Parent
- Emma Bodenhamer, Classroom Teacher
- Donnie Twenter, Parent
- Heather Gray, Parent
- Megan Hamblin, Parent

Needs Assessment:

The MAP scores for Moreau Heights have been steadily declining in English Language Arts since 2012; however, 2015 showed a slight increase from the prior year. There has been an upward trend in Mathematics for the last two years. Student performance in 2016 did not show the same upward trend in either content area. The trends in the subgroup achievement have been a little more sporadic, with a less clear trendline.

Additional data reviewed shows a high number of behavior events from 2012 – 2013 to present. The 2012-13 school year had 368 behavior events. The 2013-14 school year seems to be an anomaly with 175, the 14-15 school year had 360, and 15-16 had 378. We are seeing a slight decline for the 16-17 school year with 251 thus far.

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:

Professional Learning Communities Date of Implementation: _____

Positive Behavior Supports Date of Implementation: 2013-2014 _____

Tiered instructional support (RTI) Date of Implementation: 2015-2016 _____

Describe the process used: Currently used in at various grade levels, predominantly for literacy. Data is reviewed to determine student need, then instruction is designed to meet specific student needs.

Other (List and Describe)

Moreau Heights also uses the Student Support Team (SST) process. The SST is used when a student struggles with academic and behavioral needs. The team analyzes a variety of data on the student to determine specific strategies to implement. The teams meet as needed on specific cases. Referrals are made by the classroom teacher for a SST evaluation.

List the high-quality student academic assessments, in addition to the 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.

Observation Survey of Early Literacy Assessment (Kindergarten) - Screening

- Concepts About Print (modified)
- Letter Identification
- Writing Sample

Scholastic's Foundational Reading Assessment (K-1st) - Diagnostic/Progress Monitoring

- Phonological Awareness, Letter-Sound and Letter-Word Identification, Decoding, Sight Word Recognition - Norm Referenced

Scholastic's Reading Inventory (K-5th) - Screening/Progress Monitoring

- Reading Level/Comprehension - Norm Referenced

iReady (K-5th) – Diagnostic/Progress Monitoring

- Math and Reading

Developmental Reading Assessment (K-5th) - Diagnostic/Progress Monitoring

- Accuracy
- Fluency
- Comprehension

Basic Reading Inventory (4th-5th) - Diagnostic/Progress Monitoring

- More appropriate for students reading at fourth grade level and above

Running Records (K-5th) - Diagnostic

- Miscue Analysis

Behavior Referrals, major & minor – Will be used to monitor behavior intervention

Check-in/Check-out
Behavior frequency data
Behavior Support plans

Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

___ extended school year

___ before-and after-school tutoring

X summer programs and opportunities

___ other:

Summer programming will be open to all students in the building, with a focus on ELA instruction (150 minutes daily) and Math instruction (90 minutes daily) to focus on the priority standards in the grade level curriculum, which is based on the Missouri Learning Standards. ELA support will include both large and small group instruction, with some targeted 1:1 support. Guided reading groups will be designed to deliver instruction in common Lexile ranges. Students will participate in weekly lessons with the library media specialist and will also have access to the school library and summer check-out.

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

Increasingly, students come to school with a variety of social/emotional/behavioral needs. In order to be successful in mastering the Missouri Learning Standards, students need to be emotionally ready to learn. Often times, behavior is the biggest barrier to learning.

Our counselor has been utilized to lead more small-group social skills lessons. Moreau Heights has used the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) to identify students for services and support this work. We have also utilized the Second Steps curriculum to support social skills development in the regular classroom.

In order to support learning, we have needed support for behavior intervention. The full-time support of our behavior interventionist, in addition to the support of the BCBA (Board Certified Behavior Analyst), has proven helpful in meeting student social/emotional needs.

Moreau Heights Elementary has been able to provide literacy support in a focused setting for our most at-risk readers through our Reading Specialist.

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

Scholastic's Foundational Reading Assessment (K-1st) - Diagnostic/Progress Monitoring

- Phonological Awareness, Letter-Sound and Letter-Word Identification, Decoding, Sight Word Recognition - Norm Referenced

Scholastic's Reading Inventory (K-5th) - Screening/Progress Monitoring

- Reading Level/Comprehension - Norm Referenced

Developmental Reading Assessment (K-5th) - Diagnostic/Progress Monitoring

- Accuracy
- Fluency
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Basic Reading Inventory (4th-5th) - Diagnostic/Progress Monitoring

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Behavior Referrals, major & minor – Will be used to monitor behavior intervention

SAEBRS (Social, Academic, Emotional, Behavioral Rating Scale) – to determine social/emotional/behavioral support

Indicate how much 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.

Grade level teams have been working on identifying appropriate resources for addressing the learning standards in a meaningful way for students. MAP results allows teacher teams to identify specific strands within content areas that needed additional focus.

Teachers have analyzed iReady data and used available resources to work with individual students and small groups to meet academic needs in math and reading.

Moreau Heights has implemented a digital assessment wall to monitor student progress on literacy assessments and guided reading levels. These data points are used to inform and adjust instruction.

In the past, teachers have looked at the data on standards that the MAP assessed. Areas below a certain threshold, over time, were discussed and strategies for addressing them differently were outlined and implemented.

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:

Reading support will be provided by our reading specialist. This will continue to allow us to work with our most struggling readers. Reading support will include all grade levels.

Currently RTI is used in at various grade levels, predominantly for literacy. Data is reviewed to determine student need, then instruction is designed to meet specific student needs. We also have intervention groups being run by our school psychologist that target specific literacy skills for which students have shown a need.

Our counselor has been utilized to lead more small-group social skills lessons. Moreau Heights has used the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) to support this work. We have also utilized the Second Steps curriculum to support social skills development in the regular classroom.

We will continue the use of Student Support Teams (SST) to look at the individual needs of students. The teams drill down to specific areas such as fluency, context clues, phonemic awareness, behavior, etc. Based on individual needs, the team develops a plan for intervention. In addition, our Behavior Team meets monthly to review data for our most at-risk students behaviorally to coordinate support and review progress.

Individual student MAP results will be provided in a language parents can understand through:

A translated version or by a translator

Parent-teacher conference

Parent meetings/trainings to understand MAP and interpret results

A detailed explanation sent home to parents

Other:

Instruction by highly qualified teachers

The school is meeting the requirement regarding instruction by highly qualified teachers by:

Teachers are highly qualified with documentation on file

Paraprofessionals hired with Title I funds have at least 60 semester hours, a two-year certificate, or have passed the ParaPro assessment with documentation on file. South School does not have any paraprofessionals hired with Title I funds.

How will federal funds be used to help teachers meet the highly qualified requirements?

The district has documentation to verify teachers are highly qualified.

Professional Development

Describe the high-quality and ongoing professional development for teachers, principals and paras to enable all children in the school to meet the Missouri Learning Standards.

PBS implementation has been the focus. Monthly at staff meetings and during district PD days, we are looking at PBS strategies and how we are trying to support our population. Future professional development will also focus on meeting the social/emotional needs of our students to better support student focus on learning, including training on trauma sensitive schools.

Professional development specific to Title I teachers includes all of the activities and professional growth requirements associated with Reading Recovery, as well as training on the Comprehensive Intervention Model (CIM). Title I teachers also participate in the majority of professional development geared toward classroom teachers.

Professional development specific to our Behavior Interventionist has included Cognitive Coaching and training on specific interventions or areas of need.

Professional development for classroom teachers has focused on increasing rigor and relevance in instruction and assessment. We are using the International Center for Leadership in Education (ICLE) Rigor/Relevance framework to guide this work. We have also worked on effective instructional methods that will meaningfully engage students in learning.

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

The district believes that teachers have the greatest opportunity to impact the lives of students. The district attracts, supports and retains highly qualified candidates through internal and external recruitment efforts, participation in job fairs throughout Missouri and outside the state, ongoing efforts to strengthen relationships with colleges and universities through student teacher, intern, fellows and other placements, and through district hosted job fairs and other events as needed. Once hired, the district works to provide ongoing training, support and professional development needed to ensure the success of teachers.

Parent Involvement

Provide clear strategies and action steps the building will use to increase parental involvement.

Parents are involved in planning activities –Parents are involved in the review of this Schoolwide Plan.

Parents are involved in implementing and evaluating activities – Family literacy night and Back to School night. Evaluations/feedback are done after each event to solicit feedback for future plans.

Parents are involved in school decisions

Parents are provided with meetings and notification concerning student progress – At least weekly, but often more frequently, folders with student work and progress are sent home. In addition, conferences are scheduled at least twice per year for each child.

Other steps the building will use:

Parents are regularly invited to monthly PBS award assemblies. At the assembly, we do a PBS lesson to help support the work at the school and celebrate student achievement.

Parents were invited to attend a curriculum night in the fall to learn how to best support their child. Parents were informed about school-wide expectations, classroom routines/procedures, and grade level curriculum. This practice will continue.

We will continue to look for additional ways to engage parents in academic support for their children through family events like our Family Literacy Night.

We have begun a Watch D.O.G program to involve fathers in supporting students in our school. This will continue.

We will look for ways to provide learning opportunities for us to support positive parenting practices (ex: conscious discipline).

The district will coordinate and integrate the following federal, state and local services and programs to support the schools efforts:

The District will assist with coordination of services between Federal Programs (e.g. Title I, McKinney-Vento), Special Education, 504 and English Language Learner support. There is also a plan to hire instructional coaches at the elementary level, which will supplement the support provided by Title I. Integration and alignment of services will be ensured through a clear district vision and supervision.

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

The plan will be made available on the District and school websites.

Preschool Transition

The District's early childhood program is a Title I preschool. Those students take a field trip to an elementary school each year. They ride the bus to the school and visit the kindergarten classrooms. The students participate in a kindergarten lesson. The students visit the library and have a story read to them. They visit the gym and have a snack in the cafeteria. The elementary school students give the tour to the preschool students and answer any questions they might have.