Planning & Review Team:

The Principal, Assistant Principal, Reading Recovery Instructor, Instructional/Literacy Coach, Behavior Interventionist, representatives from various grade levels and Pioneer Trail parents met to conduct a needs assessment and develop a plan for meeting the instructional and behavioral needs of Pioneer Trail Elementary School.

List Team Members and Role:

- Dr. Suzy Wilson, Principal
- Scott Salmons, Assistant Principal
- Katie Whitener, Reading Recovery/Early Literacy
- Terri Miller, Instructional/Literacy Coach
- Jaclyn Neugebauer, Behavior Interventionist
- Ashley Angle,Teacher
- Monica Carr,Teacher
- Emy Nutt,Teacher
- Tara Verslues,Teacher
- Christina Smith,Teacher
- David Hendrickson, Teacher
- Ellen Sandhaus, Media Specialist
- Allison Jolly, Parent
- Danielle Morrow, Parent
- Stephanie Kampeter, Parent

Needs Assessment:

The 2016 Missouri Department of Elementary and Secondary Education's Annual Performance Report (APR) for Pioneer Trail Elementary reveals that our performance in English Language Arts has shown little to no growth over the past three years. Percentages for students scoring Proficient or Advanced in ELA were as follows: 2014 (45.5%), 2015 (54.3%), and in 2016 (52.0%). Subgroup achievement followed a similar pattern, but percentages were significantly lower: 2014 (34.2%), 2015 (41.8%), and 2016 (39.3%). Percentages for students scoring Proficient or Advanced in Mathematics followed a very similar trend: 2014 (41.1%), 2015 43.1%, and 2016 (39.6%). Subgroup achievement for Mathematics were as follows: 2014 (27.2%), 2015 (27.5%), and 2016 (26.8%).

During the 2016-17 school year, Jefferson City Public Schools began utilizing iReady as part of our diagnostic and growth monitoring assessment practices. After completing our mid-year diagnostic in January 2017, results indicated that we had 47% of our students in grades 3-5 likely to be Proficient by the end of the year in Reading. The same report indicated that we had 39% of our same population likely to be Proficient by the end of the year in Mathematics.

According to our School-Wide Information System (SWIS) data on major office referrals, we are set to see a definite decrease in disruptive and physical behaviors for the 2016-17 school year. In the 2014-15 school year, there were 712 events. In the 2015-16 school year, there were 916 events. As of February 27, 2017, we have 436 recorded events. At the end of January 2017, 88% of our events were males and 92% were Free and Reduced students. Even with a number of students being repeat offenders, it seems apparent that we need to focus on ways to reach our at-risk male population. We have seen improvement in the recent months with the number of major office events. However, behavior continues to be an area of concern despite implementing intensive school-wide behavior intervention efforts.

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:

__X__Professional Learning Communities   Date of Implementation: _____2014/2015 - Present____

__X__Positive Behavior Supports   Date of Implementation: _____2014/2015 - Present___

____Tiered instructional support (RTI)   Date of Implementation: _____
     Describe the process used:

____Other (List and Describe)

List the high-quality student academic assessments, in additional 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
• 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

Developmental Reading Assessment (1st-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

iReady (K-5th) - Diagnostic and Growth Monitoring
    ● Reading - Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, Comprehension: Informational Text, and Lexile
    ● Math - Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry

Behavior Referrals, major & minor – Will be used to make data-driven decisions about students. Positive Behavior Support (PBS) teams make those decisions about individual student intervention 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*

Pioneer Trail's literacy plan includes continuing small group and Reading Recovery support. In addition, many of our kindergarten and fifth grade students have targeted intervention in math and/or reading. During those interventions, small groups of students meet with teachers, based on need. The groupings are flexible and based on formative assessment data. A total of 160 third-fifth grade students have an iReady seat assigned to them in either ELA or math for individualized learning plans based off of their most recent iReady diagnostic.

Additionally, Pioneer Trail staff members continue to focus on positive behavior supports with our students. We have PBIS social skills groups that work with students displaying social skill challenges. We work with students in these groups to target common social skill concerns. A number of students have become part of our Tier 2 Check In/Check Out behavior tracking system which connects them with specific adults throughout the school day for positive specific feedback about behavior.

We will continue the use of Student Support Teams (SST) to address the individual needs of students. The teams identify areas individual students are struggling with. The teams drill down to specific academic and/or behavior skill deficits. Based on the needs of the student, the team develops a plan for intervention. Going Title I Schoolwide will allow our Title I staff to provide assistance on any SST plan, where their expertise could be beneficial.

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 (1st-5th) - Diagnostic/Progress Monitoring
• Accuracy
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Basic Reading Inventory (4th-5th) - Diagnostic/Progress Monitoring
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iReady (K-5th) - Diagnostic and Growth Monitoring
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   ● Math - Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry

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

Formative Assessment Data - Will be used to form flexible groups, and when necessary, one-on-one support to provide interventions both academically and behaviorally.

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.

Data meetings will be held monthly to discuss instructional data and develop instructional plans. Grouping decisions, student progress (or lack thereof) and next steps are discussed. Meetings will be led by admin and/or instructional coach.

Math achievement is discussed weekly during teamwork Tuesday. Results from pre- and post-assessments for each unit are charted and displayed for discussion. If one teacher is showing progress in an area where others aren't, teaching strategies are discussed and shared.

MAP data discussions are held between the principal and grade level teams. Previously, these discussions centered around trend data on particular standards; however, given the data provided from the 2016 assessment, we could only discuss overall performance and achievement levels of individual students.

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:

Literacy support will also include Reading Recovery, comprehension focus groups and other small group literacy instruction. By becoming a Schoolwide Title I building, this will allow for broader support and intervention in the area of literacy.

Behavior support will include push-in, which allows learning for the student in an authentic way, but also models ways for the teacher to support student needs in the regular classroom environment. There is also a need for small group and one-on-one intervention for behavioral concerns. While behavior referrals are reducing due to a focused effort, behavior continues to be an issue. We were able to add a full-time behavior interventionist this year to work with classroom teachers to find ways to support students struggling with behavior issues. The interventionist is also available

to work directly with students on social skill development.

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

__x__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:

__x__Teachers are highly qualified with documentation on file

__x__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.

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

_X__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.

- Teachers will work in collaborative teams and take collective responsibility for student learning
  1. Teamwork Tuesday agenda will include curriculum unit review of standards to ensure consistent understanding for teaching/learning within units; potential instructional strategies; review of assessment data and student performance (data cycle steps 2, 4 and 5); and development of strategies/systems for next steps (interventions/extensions)
  2. Essential questions for learning focus on: what students need to know/how will we know if they have learned/how will we respond if they aren't learning and what if they already know the concept(s)
  3. Professional development in learner engagement, differentiation, student intervention, and the CIR instructional planning guide/rubric (Collaborative Instructional Review)
- Collaborative teams implement a guaranteed and viable curriculum, unit by unit
  1. Unit learning targets (at minimum) are posted and utilized prior, during, and after lessons for ELA and Math
  2. Teachers work with instructional coaches and follow district curriculum and expected resources with fidelity (i.e. balanced literacy, math, science) – standards will be noted in lesson plans
  3. Instructional strategies have a clear focus; provide clarity of expectations; provide opportunities for engagement and higher order thinking/problem solving; and allow for specific feedback to students regarding the learning
- Collaborative teams will monitor student learning through an ongoing assessment process that includes frequent common formative and summative assessments and utilize the data to plan next steps
  1. Teachers will implement data cycles for ELA/Math with a focus on analyzing and prioritizing student needs and strengths; select instructional strategies for areas of concern/misconceptions; and set indicators (progress monitoring) to see if strategies are working for students – explicit focus on steps 2, 4, and 5
  2. Teachers will use iReady reports to help plan for deficits and monitor student growth through diagnostics, growth monitoring checks, and instructional Progress (if applicable)
  3. Provide specific feedback and offer opportunities for students to reflect on learning (i.e. data notebooks)
- Implement a systematic process for intervention and enrichment

1. Implement an identification process that will provide opportunities for students to receive supports for further learning

(i.e. iReady, individual and small group instruction (classroom teacher at minimum and flexible grouping), Student Support Team

- Implement Behavior Management Plan
  1. Provide clarity and consistency to staff, students, and parents teacher/staff managed behaviors and potential consequences/interventions
  2. Provide clarity and consistency to staff, students and parents office managed behaviors and potential consequences/interventions
  3. Provide clarity and consistency of definitions for teacher/staff managed and office managed behaviors
- Staff will take collective responsibility for student behavior and facilitate solid Tier 1 Practices while expanding on Tier 2 practices
  1. Weekly class meetings in which social skills (Second Steps)/PBS lessons are discussed, taught and modeled
  2. Implement a variety of community building activities across classrooms, grade levels, and building wide to promote positive relationships
  3. Ensure accountability of implementation of expected practices by utilizing check lists to gauge level of implementation for Tier 1 and Effective Classroom Practices
  4. Focus on strong relationships with all students, but specifically with a focus on at-risk boys
  5. Strive for 4:1 positive specific feedback to students
  6. Professional development on diffusing/de-escalating behavior; Working with Students of Trauma; Check In/Check Out
  7. Expand current Check In/Check Out involvement
  8. Develop relationships between behavior interventionists and additional behavior support team with teachers
  9. Work with all staff (new and as needed) on creating predictable environments for students
- Implement a systematic process for identification of students needing intervention
  1. Implement an identification process that will provide opportunities for students to receive supports for behavior support

(i.e. individual and small group instruction, Check In/Check Out, Student Support Team)

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.

___X___Parents are involved in planning activities – Parents are involved in the development of this Schoolwide plan. They are also involved in PTO, school events and parent involvement activities

__X_____Parents are involved in implementing and evaluating activities – Parents are involved in planning and implementing PTO events, school events and parent involvement activities

_____Parents are involved in school decisions

___X___Parents are provided with meetings and notification concerning student progress – Parents receive weekly communication/newsletter from teachers. As needed, they are also involved in the SST process.

___X___Other steps the building will use:

At the beginning of the year, Pioneer Trail hosts a back-to-school night. Agenda items for the evening include a review

of the grade level curriculum and the PBIS philosophy and implications for students and families.

Throughout the year, Pioneer Trail also hosts literacy and/or math nights for families to stay informed and engaged in their child's education. Looking Ahead for the 2017/2018 school year, parent involvement options/topics may include: Literacy and or Math Night, Game Night, and Parenting/Behavior . We plan to offer incentives for participation at all events.

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.