

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 East Elementary School.

List Team Members and Role:

- Julie Martin, Principal
- Lisa Propst, Title I Teacher
- Renee Anderson, Title I Teacher
- Alyssa Angell, Classroom Teacher
- Tawnya Veit, Classroom Teacher
- Laura Cronin, Classroom Teacher
- Carrie Martin, Classroom Teacher
- Missy Mann, Parent/Classroom Teacher
- Racquel Shipp, Parent

Needs Assessment:

The MAP scores for East Elementary have been on a downward trend in both English Language Arts and Math for the last three years. Based on the 2015 APR, there has been a significant decline in both ELA and Math in the 2015 school year. The NCE for ELA (24.4) is lower than the NCE for Math (26.9). These same trends are evident in the subgroup achievement.

Additional data reviewed shows an increasing number of behavior events from 2012 – 2013 to present. The 2012-13 school year had 370 behavior events. The 2013-14 school year had 479 and the 14-15 school year had 593. In the school year 2016-17 there are presently 585 referrals.

East School has the highest free and reduced lunch percentage of any school in the District. The rate was over 87% last year. This year, we are not collecting poverty data per the guidelines with the Community Eligibility Program (CEP) through the School Lunch Program. Based on that program, we are now considered 100% free and reduced lunch.

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: 2013-2014

Positive Behavior Supports Date of Implementation: 2012-2013

Tiered instructional support (RTI) Date of Implementation: 2016-17

Describe the process used: RTI done by each grade level, set time daily.

Other (List and Describe)

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
- 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

Behavior Referrals, major & minor, check-in/check-out, social skills – Will be used to monitor behavior intervention

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

East School would like to continue reading support that we have under Title I Targeted Assistance. Going Schoolwide

will allow us to use those reading experts to provide support to upper grade levels, as well. We currently have 3.25 FTE dedicated to reading assistance in our building.

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. In order to support learning, we need support for behavior intervention. Currently, we have an at-risk teacher that intervenes with students identified for targeted assistance; however, there is need for behavior support in all classrooms. We would like to expand the use of the at-risk teacher to include push-in assistance in all grade levels and to provide strategies to any student or teacher that needs assistance to increase engagement in the learning process.

We would also like to expand the use of our Family School Advocate (FSA). The FSA will work with any family whose student is experiencing difficulty mastering the Missouri Learning Standards. Issues to be addressed include frequent absenteeism, habitual tardies, change in behavior or emotional status, poverty issues and emergency assistance.

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
- Fluency
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iREADY

Behavior Referrals, major & minor, check-in/check-out, social skills – Will be used to monitor behavior intervention

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.

Through PLC process, teachers developed, and will continue to develop, pre- and post-assessments, focusing on the essential standards. The data from the assessments are used to guide instruction for both individual and group instruction.

MAP results are analyzed for areas of strengths and weakness and teachers develop strategies to adjust instruction.

Conscious efforts were made to develop school culture and the teacher's role in making decisions for the betterment of how the school functions. Continual efforts were made in developing positive reinforcements for behavior including training in 4 to 1 Positive to Negative work through the RPDC in Columbia.

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 three full-time, and one part-time, reading specialists. This will continue to allow us to intervene with our most struggling readers.

ELA support will include both large and small group instruction, with some targeted 1:1 support, including Reading Recovery. Literacy groups are also provided as an early literacy intervention at Kindergarten, as well as additional support for second grade. Guided reading groups will be designed to deliver instruction in common Lexile ranges.

Volunteers worked with the Title I program to develop and implement mini vocabulary lessons to a small group of fourth graders.

The building has teacher support teams (SST) that analyze data to develop plans to improve academic and behavioral concerns for individual students. The teams meet on an as needed basis. Referrals are made by the classroom teacher for a SST evaluation.

Additional support will be provided via our at-risk teacher for individual students with behavioral issues that interfere with their learning. Referrals are made by the classroom teacher or by the Tier 2 SWPBS team. Support includes check-in/check-out, triage and an alternate setting for cool down. We have expanded this support to include support for students in any classroom, including push-in support. We have the at-risk teacher facilitate discussions with other teachers about strategies to implement in the classroom. Professional development was presented to the faculty regarding positive to negative reinforcements for behavior. (4 to 1) checks were made throughout the year and will continue next year.

Yet another layer of support is provided by a Family School Advocate (FSA) to a limited number of families. We would like to expand the use of the FSA to extend to any East School family that needs assistance. The FSA will work with families to address issues that interfere with a student's ability to progress in the curriculum (e.g. frequent absenteeism, habitual tardies, addressing poverty issues and emergency assistance). The FSA is now involved with ParentLink and works through them to provide another level of support to East families. The FSA will continue to make attendance as her focus for next year.

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. East School does not use Title funds to hire paraprofessionals.

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.

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 majority of professional development geared toward classroom teachers.

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. East School's focus will be on developing assessments that cover the priority standards and include an appropriate level of rigor.

We have used the RPDC in Columbia to provide professional development on Positive to Negative Responses to Behavior. (4 to 1)

The ICLE process was discussed with the whole staff and several staff members took part in the initial implementation process.

The behavior specialist implemented in several classrooms a whole class behavior instruction.

Finally, we have identified a need for Response to Intervention (RTI). We began professional development to assist staff in the development and implementation of an RTI program to meet the needs of East School and RTI was implemented in each grade level.

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 planning both in this plan, as well as planning Parent Teacher Organization (PTO) events, based on the needs of the students and families in the school.

Parents are involved in implementing and evaluating activities – East School's PTO assists in the planning and implementation of activities that reach out to families.

Parents are involved in school decisions

Parents are provided with meetings and notification concerning student progress

_____ Other steps the building will use:

East School hosted Family Fun Night. Parents and students participated in STEM activities after school.

For two years, East has provided for all school families a chapter book to read at home with their family. Throughout the month, activities are planned and incentives given to families that participate. The culminating activity is a movie night planned by the PTO that shows the movie of the book that was shared with all families.

At our Dad's Donut Day, a Reading Round Up was planned and dad's stayed at school and read to their student's classes.

East School has a number of community and local business partnerships that also reach out to East School parents and families. We will continue those partnerships and activities.

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. We will also share with families at various school events.

Preschool Transition

Identify the steps the building will use for assisting preschool children in the transition from early childhood programs to elementary school programs.

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.