

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 West Elementary School.

List Team Members and Role:

- Brandi Fatherly, Principal
- Elizabeth Duncan, Title I Teacher
- Rebecca Eichelberger, Classroom Teacher
- Fatima Madondo, Classroom Teacher
- Rebekah Walker, Classroom Teacher
- Tessa Scheperle, Classroom Teacher
- Steve Plumb, Classroom Teacher
- Lisa Eiken, Classroom Teacher
- Elizabeth Reed, Parent

Needs Assessment:

The MAP scores for West have been steadily declining in both English Language Arts and Math since 2012; however, the 2014-15 school year shows an increase from the prior year. The trends in the subgroup achievement are similar in both English Language Arts and Math.

Additional data reviewed shows a decreasing number of behavior events from 2012 – 2013 to present. The 2012-13 school year had 398 behavior events. The 2013-14 school year had 352 and the 14-15 school year had 214, and 595 during the 15-16 school year. Although intensive behavior intervention efforts have been implemented, behavior continues to be an area of concern. Based on early data, 2016-17 will have an increase over both the 14-15 and 15-16 school years.

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: 2013-2014_____

Tiered instructional support (RTI) Date of Implementation: _____

Describe the process used:

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

Next Steps Guided Reading Assessment (K – 5th) – Diagnostic/Progress Monitoring

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

SAEBRS– The SAEBRS is a brief tool supported by research for use in universal screening for behavioral and emotional risk. The measure falls within a broad class of highly efficient tools, suitable for teacher use in evaluating and rating all students on common behavioral criteria (Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). The SAEBRS is designed for use in the K-12 setting. It is grounded within a conceptual model, which states that a student’s success in school is not only related to his or her academic achievement, but also success within multiple behavioral domains. Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, as assessed by a broad Total Behavior (19 items). Research further suggests the SAEBRS may be used to evaluate student behavior within multiple inter-related narrow domains, as assessed by the Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items) subscales.

These measures have been used as a universal screening tool to effectively place students in small group interventions including Check-In, Check-Out and small group social skills training to help students improve overall general behavior and social behavior within the school setting.

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:

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*

West School would like to maintain at least one full-time position in support of reading/literacy; however, the ability to use those literacy experts to provide support to a wider audience would be very helpful.

Additionally, West School has a need for behavior support and intervention. 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, mental health and behavior are the biggest barriers to learning. In order to support learning, we need support for behavior intervention. We would like to use a portion of our Title I funds to provide some behavioral support for teachers and students schoolwide.

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
- Comprehension

Next Steps Guided Reading Assessment (K – 5th) – Diagnostic/Progress Monitoring

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

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

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

SAEBRS & BASC – The SAEBRS is a brief tool supported by research for use in universal screening for behavioral and emotional risk. The measure falls within a broad class of highly efficient tools, suitable for teacher use in evaluating and rating all students on common behavioral criteria (Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). The SAEBRS is designed for use in the K-12 setting. It is grounded within a conceptual model, which states that a student's success in school is not only related to his or her academic achievement, but also success within multiple behavioral domains. Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, as assessed by a broad Total Behavior (19 items). Research further suggests the SAEBRS may be used to evaluate student behavior within multiple inter-related narrow domains, as assessed by the Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items) subscales.

These measures have been used as a universal screening tool to effectively place students in small group interventions including Check-In, Check-Out and small group social skills training to help students improve overall general behavior and social behavior within the school setting.

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.

At West Elementary School teachers, administrators and support personnel work as collaborative teams at the grade level and building level to support student achievement. Grade levels develop consistent expectations for curriculum standards and work together through data team cycles to respond to student learning data. Additionally, teachers use district and state assessment and district benchmarking data to design a systems approach to intervention. Our Instructional Leadership Team helps in the development of our building improvement plan that focuses specifically on student learning outcomes based on district and state assessment data. Grade level teams develop goals based around the building improvement plan and meet regularly to collaborate around the progress toward the building level and grade level goals.

Our School Culture Team meets monthly to assess our behavioral data and design and implement systems of behavioral support for our students. More specifically, our Student Support Teams meet to discuss individual student learning and behavior data and create specific intervention plans for students in need of additional time and support.

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 one reading specialist. This will continue to allow us to intervene with our readers that struggle the most. ELA support will include both large and small group instruction, with some targeted 1:1 support, including Reading Recovery. Guided reading groups will be designed to deliver instruction in common Lexile ranges.

We will continue the use of Student Support Teams (SST) look at the individual needs of students. They identify the areas in which a student is struggling. 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. However, by being a schoolwide Title I building, our reading specialist and behavioral support personnel provide assistance on any SST plan where their expertise is appropriate.

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.

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 – Add in additional building-specific training that would support meeting the Missouri Learning Standards

West Elementary is committed to developing a school community that ensures high levels of achievement by all students. We will continue to develop as a Professional Learning Community by implementing strategies of continuous school improvement by focusing our work on the four essential questions identified by Professional Learning Communities to drive our improvement efforts.

1) We will continue to focus on the first question "What do we want our students to learn?" by implementing the following strategies: West Elementary Grade Level teams have completed unwrapping for all district identified Essential Learner Outcomes, completed individual or team growth plans in the areas of effective assessment and differentiation strategies. The focus has been on next essential PLC question, "How will we know if they have learned?" by implementing the following strategies: Grade Level teams will have completed development of common formative assessments to be used for all district identified Essential Learner Outcomes and complete the data teams process on at least 3 identified ELO's per semester for Mathematics and ELA. We will continue to move toward answering the question, "What do we do if they don't learn?" by implementing the following strategies: T teams will develop a common grade level schedule that includes a common 30 minute intervention time at least 3 times per week. *Teams will meet at least twice per week to analyze student data and develop intervention plans aligned to the district identified Essential Learner Outcomes. This year we have studied the book Simplifying Response to Intervention to help us create a building wide action plan for addressing system-wide intervention and answering the question: "What do we do if they don't learn?"

West Elementary Staff will continue to receive support on Assessment For Learning. The building will continue to study effective assessment and Common Formative Assessment development. West Elementary Staff will continue to receive individualized and team coaching in the area of Balanced Literacy and Lucy Calkins by the building Literacy Coaches. Our team will also need to continue training in the PLC model. We will take a team to the Powerful Learning Conference to continue growth and sustain our effort in building a Professional Learning Community. We will also begin development of a Building Intervention Team. This team will help guide us through the development of a system-wide approach to answer the question, "How does a Professional Learning Community Respond when Students do not learn?". This team will need extensive training in Response to Intervention and as a building, we have built shared knowledge through a book study on Simplifying Response to Intervention. The school-wide intervention team has additionally recently attended the RTI at Work Summit to help develop a building plan for implementation of RTI at West Elementary, which will help us answer the PLC question: "How does a Professional Learning Community Respond when Students do not learn?"

We will also continue professional development through the International Center for Leadership in Education (ICLE). Our teachers will receive significant training on the use of the Collaborative Instructional Review (CIR) Rubrics during the 2017-2018. We will begin planning to intentionally increase rigor, relevance, and student engagement using the rubrics and the collaborative instructional review process.

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, relevance, and student engagement in intentional planning of instruction and assessment. We are using the International Center for Leadership in Education (ICLE) Rigor/Relevance framework to guide this work.

All teachers will participate in ongoing Balanced Literacy training. The District hired instructional coaches for the 2016-17 school year. Those coaches will provide coaching on literacy, as well as instructional strategies. Additionally, the behavior interventionist has not only worked with students, but also classroom teachers to provide classroom management and behavior intervention strategies to implement in classrooms. This has allowed all students to be engaged in the learning process, thus more likely to meet the Missouri Learning Standards.

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 development of this Schoolwide Plan.

Parents are involved in implementing and evaluating activities- Currently we have a very active PTA. Our school has been involved in a self-study for the past 3 years that parents have participated in significantly. Our PTA is currently applying to be a National PTA School of Excellence.

Parents are involved in school decisions. Parents participate on our school culture team, our Title I Team, our Counseling Focus Team and other additional teams as requested.

Parents are provided with meetings and notification concerning student progress – Weekly teacher newsletters, social media, and School Parent Newsletters provide parents with continual information.

Other steps the building will use:

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. Additionally, the plan will be shared with parents at Open House and parent-teacher conferences.

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 our 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 West school students give the tour to the preschool students and answer any questions they might have.