

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 South Elementary school.

List Team Members and Role:

- Angela Otiker, Principal
- Kim Harrision, Behavior Interventionist
- Tammi Hoecker, Title I Teacher
- Kathy Haselhorst, Title I Teacher
- Ashley Bremmerkamp, Classroom Teacher
- Danielle Davidson, Classroom Teacher
- Jessica Dobbs, Classroom Teacher
- Lauren Wynne, Classroom Teacher
- Shelley Thompson, Classroom Teacher
- Casey Massman, Classroom Teacher
- Whitney Estill, School Counselor
- Desiga Vinayagown, Parent
- Kalpana Chelladura, Parent
- Latrise Wilson, Parent

Needs Assessment:

South School serves a 100% free lunch population. We serve a large number of children living in public housing, which makes for a very transient population. During the 2015-2016 school year we had 73 students move out of our school, and 58 new students enroll throughout the year. The average student body for South School is approximately 315 students.

The MAP scores for South have been steadily declining in both English Language Arts and Math since 2013. The 2014-15 school year shows a significant decline from prior years. The trends in the subgroup achievement are similar.

<u>APR Total Points</u>	<u>NCE ELA</u>	<u>NCE Math</u>
2014 APR = 61.0	2014 = 49.9	2014 = 47.5
2015 APR = 53.0	2015 = 36.4	2015 = 30.9
2016 APR = 52.0	2016 = 25.4	2016 = 29.3

Additional data reviewed shows an increasing number of behavior events from 2012 – 2016. This year with the addition of a full time behavior interventionist our behavior referrals are finally on the decline. This position has a direct correlation to student achievement.

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: 2016-2017

Job Embedded Professional Development Date of Implementation: 2017-2018

Data Teaming Date of Implementation: 2017-2018

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.

iReady Assessment ELA and Mathematics (K-5th) Diagnostic/Progress Monitoring

- ELA: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension-Literacy, and Comprehension-Informational Text
- Mathematics: Numbers and Operations, Algebra & Algebraic Thinking, Measurement & Data, and Geometry
- Norm Referenced

Observation Survey of Early Literacy Assessment (Kindergarten) Screening

- Concepts About Print
- Letter Identification
- Writing Sample

Developmental Reading Assessment (1st-5th) Beginning of Year - Diagnostic/Progress Monitoring

- Accuracy
- Fluency
- Comprehension

Running Records (K-5th) - Diagnostic

- Miscue Analysis

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 ability level 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

South School would like to continue literacy support that we have under Title I Targeted Assistance. Going Schoolwide will allow us to use those literacy experts to provide support to upper grade levels, as well.

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 a full time behavior interventionist and have seen vast improvement with this addition. Based on the needs of our students we still find a need to have an additional half time behavior support staff member in addition to the one we currently have on staff.

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

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Behavior Referrals, Major & Minor – Will be used to monitor behavior interventions

SAEBRS Data (K-5th) – Will be used to monitor social and emotional interventions

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.

All grade level teams will participate in Job Embedded Professional Development to analyze data to provide tier support to students. The teams look at formative and summative assessment data to inform instructional decisions for individuals and groups.

Professional development days are used to analyze MAP data and develop instructional strategies to meet the needs of individual students and groups of students.

Additionally, the building has student support teams (SSTs) that analyze data to develop plans to improve academic and behavioral concerns for individual students. The teams meet on an as needed basis. Classroom teachers refer students to the SST team.

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:

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 ability level ranges.

Classroom Teachers will provide tiered support in small reading groups as well as small math groups.

The building has student support teams (SSTs) that analyze data to develop plans to improve academic and behavioral concerns for individual students. The teams meet on an as needed basis. Classroom teachers refer students to the SST team.

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.

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 will focus 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.

Teacher will participate in “Teach Like a Champion” Techniques and Strategies professional development and book study to train teachers how to reduce stress for our poverty learners and make each day consistent and predictable. With our population, the more stability and consistency we can provide, the more successful students will be.

Teachers are trained annually on the Student Support Team (SST) process. An onsite board-certified behavior analyst will provide additional training and support.

Finally, our staff would like to engage in training on how to use data to inform instruction. We believe all of the training mentioned above would be more powerful if staff felt comfortable analyzing data and adjusting instruction based on the findings.

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

Parents are involved in school decisions

Parents are provided with meetings and notification concerning student progress

Other steps the building will use:

- Weekly Newsletters from each grade level
- Grade level teams will meet with parents to discuss what can be expected throughout the school year.
- Parents are involved in the Title I Schoolwide planning process
- Parents are involved in the SST process, specific to their children
- Parents are involved in the PBIS check-in/check-out intervention (daily reports per student)
- Broadcasts are sent out via email, text, and phone for student and parent 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

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.

Additionally, the principal attends Early Childhood Special Education (ECSE) Individualized Education Program (IEP) meetings to get familiar with the students, their families and how to meet their needs.