

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 Callaway Hills Elementary School.

List Team Members and Role:

- Todd Shalz, Principal
- Amy Pulliam, Title I Teacher
- Kim Bowden, Title I Teacher
- McKenzie, Classroom Teacher
- Susan Isaacs, Classroom Teacher
- Malissa Pistel, Classroom Teacher
- Alora Moore, Classroom Teacher
- Angie Scrivner, Classroom Teacher
- Erin Little, Classroom Teacher
- Laura Luebbert, Art Teacher
- Sarah Wheat, Parent

Needs Assessment:

Based on the 2013 and 2014 APRs, scores have been declining since 2011. There has been a slight increase in 2015 and then again in 2016.

Based on the 2016 APR, there has been some growth in both ELA and Math in the 2015/16 school year. The NCE for ELA (30.3) is lower than the NCE for Math (38.5).

Additional data reviewed shows an increasing number of behavior events from 2012 – 2013 to present. The behavior events are as follows: 12-13 school year had 179 behavior events; 13-14 school year had 201; 14-15 school year had 214, 15/16 school year had 251. Current behavioral events for the 2016/17 Callaway Hills needs behavioral staff and PD on best behavioral practice.

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:

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| <u> X </u> Professional Learning Communities | Date of Implementation: <u> 2011-2012 </u> |
| <u> X </u> Positive Behavior Supports | Date of Implementation: <u> 2011-2012 </u> |
| <u> X </u> Tiered instructional support (RTI) | Date of Implementation: <u> 2017-2018 </u> |
| <u> X </u> Job Embedded Professional Development | Date of Implementation: <u> 2017-2018 </u> |
| <u> X </u> Spencer Kagan Structures | Date of Implementation: <u> 2017-2018 </u> |

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.

i-ready assessment ELA (K-5) - Diagnostic/Progress Monitoring

- Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Literacy Comprehension, Comprehension Informational Norm Referenced

i-ready assessment Math (k-5)

- Numbers and operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry Norm Referenced

Observation Survey of Early Literacy Assessment (Kindergarten) - Screening

- Concepts About Print
- Letter Identification
- Writing Sample

Developmental Reading Assessment (1st-5th) – BOY 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*

Increasingly, students come to school with a variety of social/emotional/behavioral needs. Students living in poverty are four times more likely to have experienced 4 or more traumatic experiences. In order to be successful in mastering the Missouri Learning Standards, students need to be taught the skills on how to cope behaviorally. Staff needs PD on becoming a trauma sensitive community. In order to support students socially, emotionally, and behaviorally Callaway Hills needs staff positions dedicated to behavior intervention.

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

i-ready assessment ELA and Mathematics (K-5) - Diagnostic/Progress Monitoring

- Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Literacy Comprehension, Comprehension Informational Norm Referenced

i-ready assessment Math (k-5)

- Numbers and operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry Norm Referenced

Observation Survey of Early Literacy Assessment (Kindergarten) - Screening

- Concepts About Print
- Letter Identification
- Writing Sample

Developmental Reading Assessment (1st-5th) – BOY Diagnostic/Progress Monitoring

- Accuracy
- Fluency
- Comprehension

Running Records (K-5th) - Diagnostic

- Miscue Analysis

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

SAEBRS (k-5) – 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 levels teams will participate in JEPD 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 (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.

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.

Teachers will provide tier support in reading.

The building has student 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.

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?

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.

Teachers will participate in Kagan Structures professional development to create classrooms where students are collaborative learners with high levels of physical and cognitive engagement.

Instructional Technology coaches provide support to teachers on the integration of technology in the classroom.

Staff will participate in professional development on poverty and becoming a trauma sensitive community.

Teachers are training annually on the Student Support Team (SST) process. Additional training and support will be provided by an onsite board-certified behavior analyst.

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 – The parent teacher organization is involved in the planning of family literacy and math nights, as well as open house and other school wide activities.

Parents are involved in implementing and evaluating activities – Input from parents is solicited after events to improve future events. What went well? What needs to change?

Parents are involved in school decisions

Parents are provided with meetings and notification concerning student progress

Other steps the building will use:

- 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

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.