

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

RISCO R-II (072066) - RISCO ELEM. (4020)

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The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

(a) Use of Funds for Schoolwide Programs

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

1. **Planning & Review Team: Name and Title**

Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

This School-wide Plan was developed and is annually monitored for success by a team of K-6 parent representatives of all grade levels, faculty representing the elementary grades involved in the plan, the principal, librarian, and Superintendent. This team met from September to November to analyze existing circumstances, i.e. needs assessment, student performance data, and to develop a Comprehensive Plan for the total instructional program of Risco Elementary.

2. **I. Needs Assessment - Schoolwide Program Plan.**

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of:

Student achievement data that clearly identifies areas of low achievement;

LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and

The resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan.

Risco faculty annually analyzes student performance data sources including MAP results, consisting of: content standard scores, building achievement level reports, achievement of demographic groups; DIBELS, Tera Nova, Reading Wonders Benchmarks and formative unit assessments, STARR Reading and Math Benchmarking and attendance results.

Student achievement of those participating in current intervention efforts are compared to previous years for evidence of success.

Each elementary faculty member drills down in their analysis of their individual classes for growth and then collectively and individually prioritizes areas for improvement targeting for next year. Focus areas include not only instructional methodology, differentiated instruction, materials used, but also recognized professional development needs.

Analysis revealed that although an increasing percentage of students continue to show improvement in both Communication Arts and Math, 46.5% of the students are not meeting proficient levels in ELA in grades 3-6 as well as 67.4% in Mathematics according to the 2015 MAP test. The free and reduced subgroups were less proficient than that the overall percentages for the elementary building. Tera Nova indicated higher achievement scores for primary grades than are reflected in third grade MAP scores.

STARR Reading, STARR Math, and Reading Wonders benchmarkings are consistent in identifying struggling individuals who perform below proficiency on MAP.

The faculty hypothesized the following root causes for low student performance:

1.. Local assessments are not used to adequately differentiate to meet the needs of all students. We have worked to remedy that in ELA with the addition of our Reading Wonders Series and we are actively searching for a new series in Mathematics for the coming school year.

2. Our math proficient/advanced rates of 29.7%, 24.1%, & 9.1% represent a 3 year downward trend. This we feel is largely due to the lack of a comprehensive, standards based Math series.

3. We need to beef up our curriculum and align it to the new state standards as well as foster greater collaboration between grade levels to create a better vertical alignment for our curriculum.

Based upon these hypotheses the following prioritized needs were determined:

1. Develop and implement with fidelity a new curriculum that is aligned with our new Missouri State Standards.

2. Reading Room intervention including Reading Recovery and whole class instructional groups needs to continue.

3. Increase kindergarten time in Reading Room intervention, by starting their 30 minutes per day opportunity earlier in the fall and continue through the remainder of the year.

4. Provide professional development for teachers using progress monitoring and benchmarking data in both the Reading Room setting (DRA, DIBELS, Reading Recovery Progress Monitoring Assessments) and with the regular elementary classroom assessments through the Wonders Program and STARR Benchmarks.

5. Actively search and decide upon a new Math series and provide training for our teachers to implement and integrate into our curriculum.

3. **II. 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

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities. Date of implementation

- Schoolwide Positive Behavior Support. Date of implementation

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.

Primary students (K-2) are progress monitored weekly through the Reading Wonders Program and benchmarked monthly to determine growth and instructional needs. They are then instructed within the Reading Room in small groups based on the assessment evidence of their instructional needs. Third through sixth grade students are assessed using classroom and text based assessments using the Reading Wonders Program and benchmarked quarterly. These measures are all used to determine after school tutorial participation in Communication Arts and Math for all students K-6.

- Other: List planned intervention(s) and briefly describe.

A Reading Room has been created for a whole class intervention opportunity for K-3 classes. All students will participate in the Reading Room for 30 minutes a day in addition to the regular two hour Communication Arts instructional block. In the Reading Room, students will be divided into three instructional groups for intensive small group instruction based on instructional needs in the areas of phonemic awareness, phonics, comprehension, fluency, vocabulary, and conventions. Reading Recovery methodology as well as other sound language arts instructional and assessment techniques will be used to not only support struggling readers, but also support, motivate and increase the reading, language and writing skills of the most rapid learners in each class.

We are also researching and looking to purchase a comprehensive series for mathematics for the upcoming 2016-2017 school year for grades K-6 along with a supplement math series that will help individualize our math instruction and provide feedback to teachers on what interventions need to be in place for struggling students.

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4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (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:

Assessments used in primary (K-2) grades in the classroom and the Reading Room are as follows: textbook based assessments, Reading Recovery Observation survey, letter id, CAP concepts about Print, Ohio word test, writing vocabulary, hearing and recording sounds, Rigby PM UltraBenchmark Assessment, DIBELS, and DRA.

Primary teachers meet one hour, one day a week to use data from these various assessments to determine the instructional needs and grouping determinations in the Reading Room to teach to these needs.

Grades 3-6 meet bi-monthly to review benchmarked and classroom assessment data to determine after school tutorial needs.

We are also researching and looking to purchase a comprehensive series for mathematics for the upcoming 2016-2017 school year for grades K-6 along with a supplement math series that will help individualize our math instruction and provide feedback to teachers on what interventions need to be in place for struggling students.

5. 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:

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6. 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.

Risco Elementary acknowledges that students cannot achieve at their best level if basic needs are left unaddressed. Risco students who are in the demographic of free and reduced lunches consistently perform lower on MAP. To help address this fact, Risco Elementary has started a Back Pack Program in association with the Southeast Missouri Food Bank to send home food staples to needy families on a weekly basis. Mentoring/tutoring is conducted by High School Beta students as part of their community service requirements. Career awareness and traits of successful students are taught and discussed through regularly scheduled class meetings with the counselor. The counselor also addresses bullying awareness and helps transition elementary students to the Junior High School Building.

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

Free and reduced student performance will be monitored annually on MAP. Documentation of bullying incidents will be reviewed quarterly. Other measures to be monitored include attendance and tutorial participation to ensure students with needs are recognized and addressed.

8. Indicate how 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.

Faculty annually reviews all assessment and other relevant data, i.e. attendance, behavioral records, and tutorial attendance logs. From this analysis, priorities are established to be addressed through curriculum implementation and instructional vitality at each grade level. Determinations of the adequacy of data to be reviewed are made and decisions regarding which benchmarking assessments, assessment frequency, and achievement goals are to be set for each grade level.

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9. 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:

Regular classroom assessment and benchmarking measures are used to determine who is in need of after school tutorial services. Additionally, our STEP (Supplemental Tiger Education Program) after-school tutoring program is used to offer additional instruction and assistance in Communication Arts, Math, Science and Social Studies; depending on which subject is of the greatest need for the student.

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10. Individual student MAP results will be provided in a language parents can understand through:

- A translated version or by a translator
- Parent-teacher conferences
- Parent meetings/trainings to understand MAP and interpret results
- A detailed explanation sent home to parents
- Other:

11. **III. Instruction by highly qualified teachers**

The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

- Teachers are highly qualified with documentation on file
- Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.
- Other:

Any teacher not Highly Qualified will be enrolled in courses to gain certification or scheduled to take the PRAXIS in the area of deficiency.

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

- The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc
- Other:

13. **IV. Professional development**

Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards

Assessment data analysis by faculty and administration provides for the decision making regarding the overall professional development needs of district faculty to address areas of weakness in student performance or other instructional needs. These needs are included in the CSIP and provided for in house through a series of professional development/district work days throughout the year. The most frequent provider, although not exclusively, is the RPDC. Additionally a personal professional development plan is created as part of the teacher evaluation process and those professional development needs are provided for individually or in small groups if several have the same need. These generally are a series of in-service training sessions to address the topic in house or again through the RPDC.

14. Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

Several tactics are employed to acquire and retain highly qualified teachers of Risco R-II. We widely advertise open positions, seeking specific skills and certification to fulfill the appropriate level of training and certification. The district salary schedule and benefit package has been increased over the last several years to help recruit and retain highly qualified faculty. All faculties' certification is examined prior to assignments or reassignments. The current faculty is encouraged to certify in new areas of interests.

15. **V. Parent involvement**

Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.)

- Parents are involved in planning activities
- Parents are involved in implementing and evaluating activities
- Parents are involved in school decisions
- Parents are provided with meetings and notifications concerning student progress
- Other steps the building will use:

Teachers, parents, and students of Risco R-II will, each year, enter into a compact stating that they will do their best to help the students achieve their highest level of success while in attendance at Risco R-II.

16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

Risco Elementary will coordinate Title I funds and district funds to provide the necessary support for all elementary students from Reading Recovery, the Reading Room whole class efforts, and tutoring. Benchmarking and continuous progress monitoring will be done to ensure all students' needs are recognized and being met.

17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

The Schoolwide Intervention Plan will be posted in district offices, in English and Spanish, put in the Parent/Student Handbook and explained and discussed at Open House, Library Nights, and other meetings in which parents are in attendance.

18. **VI. Preschool Transition**

Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

Kindergarten students are enrolled in the spring where a screening is conducted to get an early impression of instructional needs of the incoming class. District administrators and the Kindergarten teacher will visit and extend offers to share professional development and plan for the transition with area Head Starts and daycare providers.

19. A schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6.

The preschool will not be included as part of the Schoolwide Program.

The preschool will be included as part of the Schoolwide Program. Explain how the preschool programs will be incorporated.

Last Submitted Date: 06/29/2016

Approved Date: 06/30/2016

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