

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

EXCELSIOR SPRINGS 40 (024089) - WESTVIEW ELEMENTARY (4080)

Team Members:	Terri Combs	Director of Student Services	tcombs@estigers.k12.mo.us	8166309200
	Rita Linhart	Westview Principal		
	Brandyn Harmon	Westview Assistant Principal		
	Amy Olinger	Title I Reading Teacher		
	Dana Barnes	Title I Reading Teacher		
	Jessica Broadbent	Instructional Coach		

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.

Terri Combs Director of Student Services
Rita Linhart Westview Principal
Brandyn Harmon Westview Assistant Principal
Jessica Broadbent Instructional Coach
Dana Barnes Title I Teacher
Amy Olinger Title I Teacher
Regular Education Teachers: Emily Rasmussen, Mollie Blair, Keiley Beckstead, Nicole Colbert, Lindsey Markus, Mindy Andres, Nicole Johnson, Cheyenne Heller, Mandy Croft, Amy Weber, Kristen Harrington, Rachel Howe, Chelsea Lane, Tiffany Bottom, Ashley Lohman, Amy Gronseth, Megan Sturges, Caitlin Lash, Linda Haskell, Ericka Lang
Special Education Teachers: Marty Marker and Leslie Maddox
Counselor: Margaret Solis
Specials Teachers: Traci Pierson and Cheryl Bailey (WV Parent)
Preschool Teacher: Megan Gelband
58 Parents: Please see sign in sheet from January 14, 2016 Parent Night

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.

Strengths of the current educational programs are the implementation of PBIS, RtI, and PLC over the years. These programs have helped teachers in collaboration and data monitoring ensure student growth. Movement of Title I to a combination of push in and pull out services has shown an increase in student achievement data.

Current Scholastic Reading Inventory (SRI) and Developmental Reading Assessment (DRA) data show the following percentage of students meeting benchmark at each grade level at the third quarter of the 15-16 school year:

Kindergarten 93%

First Grade 66%

Second Grade 73%

Third Grade 63%

Fourth Grade 62%

Fifth Grade 68%

Although percentages are high, all grades, except kindergarten are currently not meeting the building goal of 75% proficient or advanced at this time.

MSIP 2015: Westview received 70/70 points on their building APR.

Free and reduced lunch rates are currently at approximately 54%. This percentage continues to increase. Westview has 3 students who qualify for ESL services. Title I services will be delivered in classrooms K-5 based on data through a push in and pull out combination.

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

PLC- 2006

- Schoolwide Positive Behavior Support. Date of implementation

PBIS-2007

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

RtI- 2007

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

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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:

AIMS Web, Acuity, SRI, DRA, Grade-level common assessments, Pathways

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:

Gifted Education and the within the school day Intervention

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.

All students are monitored through intervention and assessment data. Grade-level teachers hold weekly data team meetings with the instructional coach, building administrator, and reading specialist and provide interventions for each student. LLI, Pathways, Acuity, grade-level assessments, DRA, SRI and AIMSWeb are monitored and student levels are adjusted accordingly. In addition, there is a PST (Problem-Solving Team) in place to provide tiered interventions for the classroom and also refer to special services when interventions are not successful. Tiered interventions are also provided for students struggling with behaviors through Small Group Social Skill sessions and Check In Check Out system.

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

Acuity, LLI, Pathways, Grade-level assessments, AIMSWeb, DRA, SRI

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.

Through the RtI and PLC process, teachers collaborate during data teams and during common plan to make decisions based on assessment data. Using this data, teachers provide interventions within the school day based on the student's level.

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:

Research and evidence-based instructional routines offered in small group setting in a grade level intervention block, at least 30 minutes daily for 20+ weeks of school year. Progress and strategic monitoring will inform instructional decisions.

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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:

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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:

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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:

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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

Certified:
The District provides 7 days of Professional Development (PD) and one flex day of choice
PLC early out weekly for 1 hour to provide individualized Professional Development for teachers including Taking Charge of your Learning and Transforming Student Learning.
Instructional Coaches provide PD as needed in each building
Four days new teacher training for all teachers new to the District
Consultation with AAIS/Dave Holden - September, January and April - Academic Conversations
Pathways to Reading Training for new teachers and ongoing for veteran staff as needed.
Classified:
Paraprofessional required hours

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

Recruiting at college days
Posting online and on our school website
Participate with area colleges to place student teachers

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:

Parent Involvement Events including: STEM Night, Literacy Night, College Night, PIE Night etc.

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

Through Title I funds, Title I Teachers will be funded, supplies, homeless services, and technology materials will be acquired to supplement the funds provided through state and local services. The district will coordinate and integrate with Title IIA for professional development opportunities and class size reduction teacher along with special education, migrant, ELL, Section 504, and the Missouri Preschool Project.

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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 plan will be shared at parent involvement events throughout the year. The plan will also be posted on the school website. The team of participants will provide feedback and suggestions for changes will be made.

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.

The school provides a day for students to visit the school they will be attending in the fall. The district also provides a jump start kindergarten the summer before they enter school. The Missouri Preschool Project Classroom is housed in the school and provides a mirrored day for students who are kindergarten eligible the next year.

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: 07/12/2016

Approved Date: 07/13/2016

Submitted by: COMBS, TERRI

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