

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

CRANE R-III (104043) - CRANE ELEM. (4020)

Team Members:	Amber Cox	Federal Programs Director	coxa@crane.k12.mo.us	4177235300
	Kelli Rogers	Elementary Principal		4177235300
	Mary Schmidt	TitleTeacher	schmidt@crane.k12.mo.us	4177235300
	Laurie Cook	TitleTeacher	cookl@crane.k12.mo.us	4177235300
	Hope King	Early Childhood Preschool Teacher	kingh@crane.k12.mo.us	4177235300
	Angie Evans	Parent	coolmommaof3@hotmail.com	
	Carey Head	Special Education Teacher	headc@crane.k12.mo.us	4177235300

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.

Team members:
Amber Cox--Federal Programs/Special Services Director
Dr. Kelli Rogers—Elementary Principal
Mary Schmidt—Title I Teacher
Laurie Cook--Title 1 Teacher
Hope King--Preschool Teacher
Angie Evans--Parent/Community Member
Carey Head—Special Education Teacher

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.

The district evaluated academic programming and performance by analyzing local assessment data, demographic data, district-wide universal screening data (NWEA), and the Grade-Level Missouri Assessment Program (MAP) results. The following data sources were used: building APR report, building APR supporting Data, the Developmental Reading Assessment (DRA) II, building reports, Missouri Learning Standards, Advanced Questionnaire survey results, NWEA reading, math and language data, and individual student MAP data.

The data drilldown process revealed that the proficiency rate for all student groups were below the target and growth models in ELA and Math. All students need to improve their proficiency rate as indicated by the MAP and NWEA data. Previous Advanced Questionnaire results indicated that staff self-ranked high in the areas of instruction, assessment, strategies, and questioning; however, data from other sources do not indicate similar results. Training with The Southwest Center for Educational Excellence (SWCEE) and other resources is planned for these staff and student needs. Continued staff evaluation of effective use of prior training in research-based instructional or intervention strategies will continue. Special education teachers and regular classroom teachers will collaborate to identify and implement differentiated strategies for students. Staff will continue to work on creating curriculum that is aligned in these subject areas and that is based on Missouri Learning Standards, as well as development of common quality assessments.

After reviewing data and the causes for improvement, the following needs were prioritized:

MAP achievement data improvement for communication arts and mathematics through:

1. Training and implementation of effective research-based instructional strategies, and
2. Aligning the communication arts and mathematics curriculum and development of assessments to guide instruction at all levels

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

Crane R-III Elementary will utilize the PLC model to analyze and align curriculum and develop assessments. The school began using PLC in 2008 (with consistency and fidelity in the 2013-14 school year) during weekly early out days.

- Schoolwide Positive Behavior Support. Date of implementation

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

Crane R-III Elementary will implement Comprehensive Intervention Model (CIM), is a systemic and layered design for increasing the literacy achievement of struggling readers in kindergarten to eighth grades. The CIM uses a layered approach within a four-tier framework for aligning classroom instruction, supplemental interventions, and special education. Teachers use data (including classroom observations) to place students in the most appropriate intervention, and students may receive multiple interventions at the same time.

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

-
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:

Developmental Reading Assessments (DRA)
Conceptualizations about Print (CAPS)
Northwest Evaluation Association (NWEA) for Reading
Northwest Evaluation Association (NWEA) for Mathematics
Northwest Evaluation Association (NWEA) for Language
Ascend (Math)

-
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:

-
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.

Crane R-3 Elementary School recognizes that students cannot do well academically if primary needs are not met. The school has worked with area churches to establish a week-end food backpack program. We are also currently pursuing collaborating with Ozarks Food Harvest to help supplement this need. Student needs such as school supplies, glasses, shoes, clothing, or critical family needs may be provided through the school's relationship with the Silver Dollar City Foundation--Care for Kids. Mentoring may be provided through the Care for Kids volunteers and the A+ tutoring program. The Elementary Counselor visits all classrooms each week to share career information and exploration through one of her units of study. Students have opportunity to use the Jordan Valley Dental Bus and Lion's Club hearing and vision screenings.

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

The following information will be used to analyze student needs and needed support beyond academic services: school attendance, discipline referrals, and participation in designated activities and services will be reviewed on a quarterly basis. Partnerships with outside agencies will be reviewed annually.

-
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.

Teacher representatives from Crane R-3 Elementary participate on district and building teams that focus on curriculum development and instruction, professional development and tiered interventions. Data analysis occurs throughout the year across grade levels. Needs assessment are determined through this analysis and selected trends are addressed for the school building plan year-end goals. Professional Learning days for the District are scheduled weekly/monthly/quarterly to examine student work, analyze data, and use research to impact student achievement and create action plans on addressed needs.

-
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:

Systemic processes to identify struggling, at-risk students include regular monitoring of students through teacher's formative assessment, progress monitoring through intervention programs (i.e. Ascend and DRA) and administration of the district-wide assessment (NWEA) three times per year. Results from these resources will be used for tiered placement of students during Pirate Time (intervention) based on identified needs. After school tutoring for students with identified reading plans will be provided.

-
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:

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

Administrators are being (re)certified annually through the Network for Effective Educators for teacher evaluation. Teachers will continue to attend PD regarding the Missouri Learning Standards. There will be a focused push for successful implementation of Professional Learning Communities and Comprehensive Intervention Model. Teachers will also continue to receive professional development opportunities through trainers with the Southwest Center for Educational Excellence (SWCEE) and the Southwest Regional Professional Development Center (SE RPDC). SWCEE trainings will focus on student growth and improvement (i.e. rigor, relevant questioning, engagement, SLOs).

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

Crane R-3 School District requires documentation of teacher qualification (i.e. education and certification) prior to hiring and assignment of duties, actively recruits teachers with desired skills and qualifications, provides a competitive salary schedule and benefits, offers Board paid insurance, tuition reimbursement, and recognition of strengths and accomplishments. The District is also in the beginning stages of researching a four-day school week implementation to aid in staff retention.

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:

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

Crane R-III Elementary School will coordinate and integrate Title 1 funds with other funds, including: homeless, Title II.A, Title VIB, and local funds (as needed) to provide a support system for all students. Using the Comprehensive Intervention Model, all students are provided tiered interventions and enrichment based on individual student data. Processes are in place to progress monitor and benchmark student progress, analyze data for growth and needed interventions, as well as to modify instruction based on this data.

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

The plan is available on the Crane R-III School website, is on file in the central and building offices, included in student handbook, and will be made available to parents at parent involvement events and/or meetings.

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 Crane R-III Elementary School provides kindergarten enrollment days for all incoming kindergarteners. Parents as Teacher (PAT) parent educator, preschool teachers, special education staff and others work together to screen students. Also, a summer school program for entering kindergarteners is made available the summer prior to beginning kindergarten. Students attend an orientation session in which they visit kindergarten classes, lunch room, library, playground, cafeteria, and specials classrooms. Kindergarten students are included in the school's character education program, monthly assemblies, and other school activities. PAT parent educator collaborates with Early Childhood Special Education (ECSE), Missouri First Steps, local daycare providers, and community resources to ensure students are screened and information is shared regarding students prior to services (i.e. ECSE).

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.

Title I.A funds will be used to pay for preschool teacher and paraprofessional, as well as needed materials and supplies. Preschool teachers are included in professional development opportunities.

Last Submitted Date: 04/29/2016

Submitted by: Cox, Amber