

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

CRANE R-III (104043) - CRANE HIGH (1050)

Team Members:	Amber Cox	Federal Programs Director	coxa@crane.k12.mo.us	4177235300
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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.

Team Members:
Amber Cox—Federal Programs Director
Grant Stock--Principal
Michelle Rabinowitz--HS Counselor
Laurie Cook--Title I Teacher
Mary Schmidt—Title I Teacher
Tara Mease--English Teacher
Kevin Miller—Special Education Teacher
Cara McMenemy--Parent/Community Member

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 school evaluated academic programming and performance by analyzing local assessment data, demographic data, district-wide universal screening data, End-of-Course Missouri Assessment Program (MAP) results, MSIP and APR data. The following data sources were used: building APR report, building APR supporting data, building reports, Missouri Learning Standards, Advanced Questionnaire survey results, , NWEA (reading and math data), individual EOC MAP data, Study Island (reading) and Ascend (Math) results. Math scores were much lower than the state average. ACT scores also show a need for improvement, especially in the areas of English and reading. These scores were low compared to the state averages.

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

August 2008
For 2016-17, the Crane High School staff will utilize the PLC model to collaborate, analyze and align curriculum and develop assessments. They will work on curriculum during early release days.

- Schoolwide Positive Behavior Support. Date of implementation

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

For 2016-17, the Crane High School staff will continue working on instructional strategies to address Tiers 1 and 2. Implementation of an alternative school with a director/teacher and paraprofessional will address Tier 3 interventions.

- 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:

Northwest Evaluation Assessment (NWEA) – Reading and Mathematics
Locally developed assessments
TSA (NOCTI) for Vocational students
ACT
ASVAB
Ascend (Math)
Study Island (Reading)

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-III High School recognizes that students cannot do well academically if primary needs are not met. 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 High School Counselor meets annually with each student to provide college and career guidance. Several courses are provided to students through dual enrollment, area vocational and technical school, and on-line. Students have the opportunity to use the Jordan Valley Dental Bus. For students meeting requirements, Vocational Rehabilitation counselor assists through monthly meetings for program information and application for services after high school.

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 data, discipline referral rates, participation in designated activities and services, and review of student academic performance on monthly/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.

Crane R-III High School teacher representatives participate on district and building teams that focus on curriculum development and instruction, assessment, professional development, and tiered interventions. Data analysis occurs throughout the year grade levels and content areas. The needs assessment will determine areas for data analysis, selected trends and building goals. Professional Learning days for the District and Building are scheduled weekly/monthly/quarterly to examine student work, analyze data, use research to impact student achievement and create actions plans on addressed needs.

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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:

Systemic processes to identify struggling, at-risk students include regular monitoring of students through teacher's formative assessment, intervention progress monitoring, review of classroom grades, and administration of the district-wide assessment (NWEA) three times per year to determine placement in Pirate Time (intervention).

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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:

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 Tiered Instructional Support. 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-III 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, and recognizes strengths and accomplishments. The District is in the beginning stages of researching how a four-day schools week may be implemented for 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 High School will coordinate and integrate Title 1 funds with other funds, including homeless and state/local funds (as needed) to provide a support system for all students.

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 the 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.

Non-applicable at the High School Level

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: 04/29/2016

Approved Date: 06/16/2016

Submitted by: Cox, Amber

Approved By: MCLELLAND, JANET