

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2013-14 - 2015-16

TWIN RIVERS R-X (012110) - QULIN ELEM. (4060)

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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.

The Planning and Review Team was composed of four general classroom teachers and the Title I teacher. This team met periodically to develop a comprehensive plan to reform the school's total instructional plan. The plan was discussed with building principal and federal programs director.

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 Qulin Elementary School uses the data gathered from administering the AIMSweb online assessment benchmarks, the S.T.A.R. NCE scores, as well as MAP scores from the last several years to identify areas of weakness in students performing with low achievement. Our school has been in transition from using GLE's to Dibels to using AIMSweb and is currently making the transition from using GLE's to Common Core Standards. As a result of monitoring these results as well as a building wide needs assessment, the following areas have been listed as priority to improving student achievement:

- Staff needs more training in differentiated instruction
- Instruction should include more reasoning and problem-solving through hands-on activities: such as work stations and creating real-world experiences.

Strengths of our school's current program:

- Assessment programs are being used, and continue to be refined to evaluate student needs.
- 100% of the staff have Highly Qualified status.

*We do not have any migrant students in our school at this time.

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.

In order to provide opportunities for student achievement to reach proficient levels, a Response to Intervention program has been implemented to provide Tiered instructional support. These groups are determined mostly by AIMSweb results and STAR reports.

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

Support to increase achievement will include pull-out and push-in intervention services as well as more individualized instruction within the general classroom. Assessment data will also be used to make tutoring referrals to provide additional instructional support.

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:

To assist in diagnosis, teaching and learning in the general classroom, AIMSweb, STAR, and Reading Plus assessments will be used. These will be used to plan differentiated instruction, identify those students who need intensive instruction, establish flexible groupings, and provide student-specific enrichment instruction for those achieving on or above grade level.

- AIMSweb – The Reading Curriculum Based Measurement portion will be used to monitor fluency for grades 1-8 and the MAZE portion of the test will be used to assess comprehension for grades 2-8. Kindergarten and 1st will benchmark using Letter Naming Fluency, Letter Sound Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency for the Reading assessment. The M-Comp and the M-CAP will be given 2 or 3 times a year and will be used to determine and monitor Math skills for grades 2-8. Kindergarten and 1st will benchmark using Oral Counting, Number Identification, Quantity Discrimination, and Missing Number for the math assessment.

- STAR Reading – The STAR Reading test will be given at the beginning of the school year and then at the end of each quarter. The NCE percentile score will be used to monitor student progress.

- Reading Plus – Reading Plus is a silent reading assessment. The program uses technology and helps to implement strategies that will develop the foundation for academic success. Reading Plus is a research-based program that helps students of different ages and levels become better silent readers and independent learners on their level. This program is used regularly with grades 3-6.

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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:

After-school tutoring will be offered to increase the amount and quality of learning time at the Qulin Elementary Campus. Other offerings outside of regular school hours include:

- Kindergarten Book Club is a literacy program designed to involve parents in cooperative reading activities with their child in an after- school setting.

- Accelerated Reader reading program is encouraged at home and recognized in class.

Accelerated Reader is used in grades 1-6. Students are given a test which includes content that covers a broad range of skills. The test scores are used to give each student their reading range. Students are then able to read books within their range and take a computer generated multiple-choice test.

- Study Island is offered both at school and at home for grades 3-8. It is a web-based program designed as a supplemental educational tool. It is geared specifically to each individual student's needs.

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.

Primary needs of the students must be met before they can achieve academic success.

- Due to the demographics of our school, our community organizations and churches work together to sponsor a Back-to-School Fair for all students. Students receive school supplies, backpacks, health, dental, and vision exams, and haircuts all at no cost.
- Supplemental counseling and support beyond what is provided by school counselors is provided through an agreement between the school and the Department of Social Services Family Support Division.
 - Having an on-site Social Worker who serves as liaison with local organizations
 - Providing a nutritional education program through our local university extension office.
 - Agriculture education is provided by the Master Gardener program also through the university extension office.
 - Participation in the Ecology Days through the Missouri Dept. of Conservation provides instruction in the stewardship of our natural resources.
 - U.S. Forestry service provided trees as part of our Arbor Day activities.

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

Our school uses various assessment measures to determine if student needs are being met. Progress monitoring is used to gather data on students who have been receiving Tier 2 and Tier 3 interventions. Benchmarks in Math and Reading are used as needed to monitor student progress. Reading Plus is used to measure areas of strength and weakness. Teachers also use weekly tests and quizzes to determine if students' needs are being met. Informal assessments such as observations, verbal questioning, and running records are used as well. School attendance, behavior, and participation will also be reviewed.

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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.

Grade-level meetings with MAP Assessment director and cohorts are held to involve staff in the decision-making process regarding MAP and other forms of assessment. Teachers will be given release time to meet in horizontal and vertical teams monthly. They will use this time to analyze student data and create common assessments.

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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 assessments and progress monitoring based on determined schedules will be done. Immediate support will be given to students based on the needs identified.

Those include:

- Tiered interventions
- After-school tutoring
- Study Island
- Reading Plus

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:

A mentoring program is in place to provide support for all new teachers. Any teacher observed to be not highly qualified in any area will be provided with a mentor.

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:

Our school will provide opportunities for professional development.

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

Twin Rivers District PDC, along with administrator and faculty, examine data annually to determine professional development needs in order to improve student achievement within our district. The goal is to focus in-service training on the needs expressed by building level teams. The district has two full days for mandated professional development training. Additional professional development opportunities are also provided throughout the school year as needed. Federal and district funds are used to provide in-service training at the local level. The RPDC for our part of the state provides many opportunities for improving instruction with trainings offered on campus and at various locations in the region.

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

Building principals will utilize post-secondary educational agencies to help recruit high quality teachers. Vacancies will be posted on the Success Link website and local media. Any instructional staff person not properly certified for their teaching assignment will be assisted by the district in obtaining required coursework and/or in passing the required Praxis.

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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:

Parents are involved in the decision-making process through participation in Title I annual meeting, PTO, surveys, and Town Hall meetings. Newsletters are sent home periodically to keep parents informed of district and campus activities. A parent resource library has been established to provide educational support for families. The school website and SISK-12 Parent Portal provide information to keep parents informed. Parents are invited to the Title I annual meeting and Title I advisory meeting with federal procedures followed including agendas, sign-in sheets, minutes, and evaluation. All Title I parents receive a parent involvement plan and home/school compact annually.

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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:

The school will utilize Title I funds to provide support staff, supplementary materials and technology, extended learning opportunities, and parent involvement resources. Title II.A funds provide professional development opportunities for staff.

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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 public may access this plan from the link found on our district website.

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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 Twin Rivers School District provides preschool screening at our elementary location. Parents as Teachers, teachers, and other staff work together to screen preschool children. The Kindergarten teachers work closely with the Head Start Program to help prepare the students with the transition. Incoming Kindergarteners are provided a tour of the buildings, classrooms, lunchroom, school bus and playground in preparation for each child before they enter Kindergarten. A kindergarten parent workshop is also held prior to school starting, to provide parents with information regarding procedures and curriculum expectations for their child.

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.

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