

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

WALNUT GROVE R-V (039136) - WALNUT GROVE ELEM. (4020)

Team Members:	Christina Bowers	Principal	cbowers@wgtigers.com	4177882543
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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 Elementary Principal, 2 Title I teachers, 3 teacher representatives from across the grade levels, and 4 parents were invited to meet several times throughout the school year to conduct a needs assessment and develop a comprehensive plan in the school.
All parents were notified during parent/teacher conferences about the MAP results.

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 Walnut Grove Elementary evaluated academic programming and performance by analyzing local assessment data and demographic data, and MAP results. The elementary data team met several times over the year to look at the district's data results. The teachers looked at areas in which they were seeing achievement and then looked at areas that needed growth. The teachers determined possible reasons the areas were low and then developed a plan on how to improve those areas.

The teachers looked at the MAP test for communication arts and math. On the communication arts test the teachers determined the students were low in using detail from text, reading non fiction, and written text. On the math test the teachers determined the students were low in comparing geometric shapes and analyzing patterns.

The teachers also look at the iReady and Starr to determine specific low areas for students and skills each student needs to be on grade level.

The elementary uses a Rti model that pulls students everyday for 30 minutes into groups to work on their needed skills. Classroom teachers also have 20 minutes each day to pull students individually or in a small group. Title 1 teachers also pull out and push in with students. Tutoring is offered to students who are in need of extra instruction on skills. Professional development will be provided for teachers focusing on the Common Core Instructional Strategies, differentiated instruction, and the new Smarter Balanced Assessment.

The district is also looking at incorporating a new Com. Arts and math curriculum for the 2016-17 school year.

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

August 2008

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

Students are tested in Reading and math. The students are then divided into groups based on needed skills. A teacher monitors the student's progress until the skill is mastered.

- 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:

Students are also tested at least 3 times a year in Communication Arts and Reading from the Starr test. The Starr helps break down the students ability and the students reading level.

Students who are low or new to the district are tested 3 times a year in math from the iReady test. The tests helps break down the students ability.

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:

30 minutes set aside each day to help develop skill

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.

The Walnut Grove Elementary school recognizes that students cannot do well academically if their primary needs are not addressed. Because of the districts percentage of students who qualify for free or reduced lunches the school has worked with community organizations and the local ministerial alliance to provide backpacks of food and supplies for students who need them. The school also works with the community to raise money to provide needing families with food, clothing, and presents during the Christmas season. The elementary school works in conjunction with the junior high school to help the students transition from elementary to junior high. The sixth grade students have an orientation that allows them to visit junior high classes, talk to teachers, and tour the building.

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

School attendance, behavior, surveys, participation in programs.

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.

Teachers help build the assessment calendar for class testing three times a year. Teachers help decide on purchasing building level benchmark assessments and new curriculum. Teachers meet to go over test results and discuss ways to improve scores.

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:

Students receive frequent assessments in class and periodic benchmark assessments. Once assessments are complete, teachers evaluate the data to determine the needs of the students. Optional services could be before- or after-school tutoring. Also RTI time was added to the school day to provide needed intervention/enrichments for all students.

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

The district has had continued workshops/teacher inservice on the Missouri Learning Standards and how to reach all students.

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

The district checks teacher qualifications prior to assignment of classes, tries to recruit the most experienced teachers to serve those students with the greatest needs, actively recruits teachers with the needed skills and certificates. The district also tries to have a competitive salary schedule and benefits.

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:

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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 Walnut Grove Elementary School will coordinate and integrate Title I funds with locals funds to provide a seamless support system for all students. The district uses local funds to pay for the iReady and Starr assessment. Using the RTi 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 the data for growth and needed interventions, and modify instruction based on this data analysis. Title IIA funds are used to provide professional development for teachers.

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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 plan will be located in the elementary and central office and will be available to anyone who asks to access the plan.

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 Walnut Grove Elementary School houses a pre-school in the elementary building. Any students attending the program will be familiar with the buildings and routines of the day. Kindergarten, Special Education, and preschool teachers and other staff members work together to screen students.

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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.