

## Schoolwide Program Plan (Building Level)

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

### **SALISBURY R-IV (021151) - SALISBURY ELEM. (4040)**

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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 Schoolwide Committee meets every third Wednesday of every month to develop and review a comprehensive plan to reform the school's total instructional program. This committee focuses on the overall implementation of school programs, specifically in the area of character education and the Panthers Achieving Success (PAWS) Response to Intervention program. The committee works in conjunction with the building Leadership Team which has an academic focus.

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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 mission of the Salisbury School District is to educate and inspire students to achieve individual success. A strong foundation in both reading and mathematics is key to this individual success. Results for the 2014 MAP assessment showed only 40.1% of students achieved proficient or above in ELA and 48.2% achieved proficient or above in Math.

In order to monthly monitor our building data, the STAR assessment system was started in the fall of 2014. All students are tested at least quarterly, with students performing below grade level tested every 2-4 weeks, depending on their scores. Our goal is for all students to test green by the end of the school year and for our proficient and advanced MAP scores to total 60% of our total scores grades 3-6. Teachers are weekly meeting within horizontal teams to review identified strategies to improve instruction. The identification of these strategies is a part of the STAR system. Strategies are not only identified, but also prioritized. This allows students to be grouped based on needs and for instruction to be differentiated from whole-class instruction to individual conferences. Small group instruction has become a building-wide goal for reading.

Salisbury R-IV Strengths and Weaknesses

Strengths:

- Response to Intervention (Rtl) program
- A+ Program
  - o High school tutors before, during & after school
  - o A+ Camp Learn-A-Lot - held 1 week each summer
- School Wide Title I program in the Elementary
  - o 2 full time title teachers K-6
- Special Education
  - o Director and 1 ½ teachers
  - o In house speech, physical therapy & occupational therapy
- District commitment to analyzing, funding and increasing technology
  - o Promethean interactive whiteboards in most classrooms
  - o 2:1 Chromebooks grades 2nd - 6th
- Parent Portal district-wide
- Professional Learning Community (PLC) district wide
  - o Data Teams
  - o REST Day - collaboration time between Title, SpEd & Regular Ed.
  - o Leadership Teams
- Build Your Own Curriculum (BYOC) used to update & align curriculum

- Watch D.O.G. (volunteer dads) program at the Elementary
  - K-12 updated & unified math series
  - Elementary School Wide Discipline plan
  - Parent Support Organizations
    - o Elementary PTO
    - o Music Booster Club/Athletic Booster Club
    - o FFA Alumni
  - Partnership between the City of Salisbury & Salisbury R-IV
    - o Elementary Character Education program
    - o Focused on the 7 Habits of Happy Kids
    - o Student Leadership positions
    - o Monthly Outstanding Character Recognition Lunch
  - High quality, research-based instructional strategies
  - Academic recognition programs
    - o 3rd - 12th grade Honor Roll
  - Gifted program for qualifying students grades 3rd-6th.
  - Scheduled Professional Development Days into the school calendar
  - Focus on safety and security at all levels
  - Registered Nurse shared between buildings
  - Resource Office on campus twice a week
  - Additional part-time counselor funded by the Juvenile Office
  - Network Educator Evaluation (NEE) system in place district wide
  - District Wellness program
  - SIS automated call-based alert system in place
  - Building Improvements -
    - o FEMA storm shelter/gymnasium
    - o Updated windows & doors at the elementary
    - o Elementary playground updates
  - Up-to-date and freshly renovated building library
  - Focused professional development is an ongoing, district initiative
  - Personal Professional Development Plans
  - District assessments K-6 for math and reading using the STAR program
  - Updated technology in place for MAP and EOC online assessments
  - Career planning provided by both elementary and JH/HS counselors
  - Improved drainage system at the elementary
  - Competitive salary base compared to surrounding school districts
- Weaknesses:
- Additional window replacements needed in elementary west wing
  - Recent MAP scores are lower than previous years
  - Limited parking space at the elementary for events
  - Lacking a district wide character program
  - Communication and curriculum alignment limited between elementary and JH/HS buildings
  - Communication concerns between the district and community
  - Further development of data teams
  - Purposeful Teacher Professional Development Plans
- For a prioritized list of needs: #1 K-6 Reading Scope & Sequence. #2 Plan for mapping our curriculum #3 Training students to be self-motivated and goal achieving #4 Classroom routine usage of technology #5 Continued improvement in communication between home, school & community for the success of our students.

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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

January 2013

- Schoolwide Positive Behavior Support. Date of implementation

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

Fall 2013 Tiered Instructional Support - using data from STAR testing, students are placed into tiers of instruction:

Intervention Tier 1 - Whole Group Instruction in the classroom

Intervention Tier 2 - Small Group Instruction w/ classroom teacher and/or small group PAWS teams

Intervention Tier 3 - Reading Recovery for 1st grade or small group Title I Teacher instruction

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

Planned intervention - As a key part of the tiered instruction, a PAWS (Panthers Achieving With Success) program has been implemented since the fall of 2013. Started in 2014, PAWS takes place throughout the building each day from 8:30-9:00. K-2 spends this time completing Foundations reading/spelling program in a whole class format. 3-6 is divided into small groups throughout the building. Students scoring at grade level or above are allowed to choose enrichment activities to participate in. the rest of the students are divided into small reading groups based on skill needs. The groups rotate quarterly.

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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:

\* STAR Reading  
\* STAR Math  
\*Stanford 10 - 2nd grade only  
\*Foundations Probes K-2 only  
\*Informal/Formal Classroom Assessment  
\*Running Records  
\*MO MAP 3-6 only

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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:

The Salisbury R-4 school district will be adding RtI time from 8:30 to 9:00 a.m. each day. The entire staff will be involved. Low achieving students will be targeted for extra help during this time. The students will be assigned to a mentor teacher who will work with them on their reading skills. Challenge courses such as STEM, Spanish, Quilting and News Paper Clerk are a few of the courses offered to students scoring green. High school students participating in the A+ program are given the opportunity to aide in the elementary classroom for one semester. This provides either one-on-one or small group tutoring for elementary students throughout the building. The benefits of this continue outside the classroom as the high schoolers often serve as role models throughout the community. Students who qualify for the Gifted program receive out of class enrichment at least twice a week. A+ also holds a summer camp.

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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 Salisbury R IV School District recognizes that students cannot do well academically if their primary and emotional needs are not addressed. The following are strategies the elementary building uses to address those needs:

- \*Participate in the backpack program provided by the area Food Bank
- \*Provide opportunities for small group and individual counseling with our district counselors and a counselor provided by the juvenile office
- \*Provide leadership opportunities with the Green Team
- \*Implement character education with the Character of the Month program and the Bucket Filler philosophy
- \*Teach career awareness and life skills through weekly Kids Time lessons
- \*Work with our local PTO to provide family nights and assemblies which introduce students to a variety of career opportunities
- \*Hold annual Special Person's Day inviting students to bring a guest who is important to them into school for a day

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

Assessment Measures:

- School Attendance
- Behavior Referrals
- Standford 10 given in 2nd grade
- State Assessments - MAP - grades 3-6
- Family Night event Sign-in sheets
- Anecdotal Notes taken by classroom teachers
- Observations recorded by the principal & other staff
- STAR assessment data meetings
- Running Records on reading
- Classroom grades on homework & tests

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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.

All assessment data is reviewed by PLC teams throughout the year. These are both horizontal and vertical teams. Title teachers also meet with regular classroom and special education instructors, along with the building principal at least quarterly.

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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:

Students who are struggling are first identified through the review of assessment data during horizontal and vertical team meetings. The teams look at grade level achievement along with individual achievement. Based upon needs students are first placed in Rtl groups and classroom small groups. Those with higher needs also receive additional Title support through either pull-out or push-in instruction. If students continue to not show improvement and there seems to be at least a grade level gap of at least two years, students may be recommended for the special education testing process.

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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

Staff may apply through the PDC process for opportunities of professional development such as conferences and webinars. Whole staff professional development is also provided throughout the year during established PD work days. Professional Development must be geared to assist teachers in enabling all children in the Salisbury R-IV District to meet Missouri Learning Standards. Through written PD Plans teachers set goals for themselves based upon areas of weakness and concern. These areas have been identified through our teacher evaluation process using NEE. Staff are then attending conferences, watching webinars, participating in online blogs and book studies to work towards improving their instruction. The NEE evaluation system is used to hold each staff member accountable for their personally set goals.

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

Only highly qualified teachers are considered for positions in the Salisbury R-IV School District. Teacher certifications are checked before class assignments are made. Every effort is made to match the teacher's strengths with the appropriate classroom. Full certification is preferred. The local BOE supports its staff with a competitive salary schedule and benefits package.

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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:

The schoolwide planning team will evaluate the progress of student learning. There are parents on the team who will have input into strategies for learning. They will also be involved in school decision and planning of activities. Twice a year we ask parents to give input through a survey regarding our Title I Program.

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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 Salisbury R-IV School District combines federal, state, and local funds in order to support an excellent educational program for all elementary students. Educating and inspiring all students to individual success is more than a mission statement to our building. All funds are spent with the mission in mind. The majority of Title I funds goes towards the salaries of our two Title Resource teachers. A small amount is kept out for programs and supplies, such as the cost of the STAR assessment program. Both salaries and program cost exceed the resources provided by Title I funds and the Salisbury R-IV budget cover the shortage.

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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.

- a copy in each staff handbook
  - copies available outside elementary office
  - the plan is presented in a reader friendly format
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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.

- Bi-yearly meetings with staff from Head Start
- Parents As Teachers program available to district patrons
- Speech & Early Start available for preschoolers
- Kindergarten Roundup information provided to Head Start, community preschools and daycares.
- Kindergarten screening held in the Spring.

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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.