

# Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

## BAKERSFIELD R-IV (077101) - BAKERSFIELD HIGH (1050)

Team Members:	Doyne Byrd	HS/MS Principal	dbyrd@bakersfield.k12.mo.us	4172847333
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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.

Doyne Byrd, MS and HS Principal  
Stephanie Guffey, Math and Reading teacher  
Amy Britt, Parent  
Lori Denton, Paraprofessional  
Tracie Ehrhart, HS teacher  
Troy Wiesner, Vocational 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.

BAKERSFIELD HIGH SCHOOL STRIVES TO PROVIDE AN EXCELLENT EDUCATION TO EVERY STUDENT EVERY DAY. AREAS IDENTIFIED TO IMPROVE ARE MATH AND COMMUNICATION ARTS IN ALL GRADE SPANS, BUT ADDITIONAL INTEVENTIONS WILL BE DONE IN BUILDINGS NOT MEETING AYP. MIDDLE SCHOOL SCIENCE NEEDS TO IMPROVE MAP SCORES. NEW READING INTERVENTIONS HAVE BEEN IMPLEMENTED IN MIDDLE SCHOOL TO INCLUDE: THE FORESIGHT BENCHMARK, STUDY ISLAND BENCHMARKS, AND ACELLUS COURSES. NEW SYSTEMS OF PROGRESS MONITORING AND REPORTING ARE BE IMPLEMENTED AND TEACHER TRAINING IS BEING PROVIDED. CURRICULUM IS BEING REVISED TO MEET THE COMMON CORE STANDARDS AND NEEDS OF STUDENTS USING DATA AVAILABLE FROM MAP AND EOC SCORES, INTERVENTIONS, CLASSROOM INFORMATION, CONTENT AREA PROGRAMS, AND RTI PROCESSES. AVAILABLE SPACES AND TECHNOLOGIES ARE BEING UTILIZED TO IMPLEMENT THE NEW TESTING FORMAT, PREPARE KIDS FOR COLLEGE AND CAREER, AND BEST MEET THE NEEDS OF STUDENTS AND PROVIDE THE BEST POSSIBLE MASS INDIVIDUALIZED INSTRUCTION POSSIBLE.

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.

the High Schools and Middle Grades that Work program have been implemented to improve rigor, student achievement, and college and career readiness. A GAP-guidance and advisory peroid have been established daily to reinforce content instruction, provide tutoring, and prepare kids for college or career. Middle school has an Explore period each day to implement RTi. Study Island and Acellus are used to remediate, extend, and expand learning for all learners, Buckle Down is used to prepare and benchmark students for annual standardized testing. AM and PM tutoring and ACT workshops are available.

☐ 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:

STAR, Foresight, Study Island Benchmarks, BuckleDown pre and post test, Compass, ACT, Explore, TSA

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:

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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.

aa-Full-time counselor on staff to work with students on college and career readiness, planning, group counseling, Mentor program for 8th grade transition to HS, Vocational guidance for each grade level, peer tutoring,  
 bb-MGand HSTW programs to improve rigor and prepare kids for college or careers, MSU caravan, invite colleges to our campus, college days, job shadowing opportunities  
 cc-SAE programs, vocational options for vo-tech during high school, job shadowing, work-study programs, TSAs

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

Program evaluations, number of completers in each vocational area, number of kids who take remedial courses in college, Core Data review of graduates, TSA results, graduation rates, post-secondary placement in vocational areas of study

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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.

Data teams are formed within each content and grade span. MAP and EOC data are shared and evaluated with each teacher team, cause and effect data are analyzed, vertical teams, shared curriculum work

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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:

Alternative education program, Acellus online courses, AM/PM tutoring

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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:

Our Spanish teacher is taking coursework to become highly certified in Spanish. Our Middle School Math teacher is highly qualified in all but one grade level and is working to become highly qualified in that grade level.

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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:

The district will use federal funds to assist teachers in becoming highly qualified such as Praxis exams, portions of coursework, study materials

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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

New Missouri Learning Standards curriculum work (BYOC) and implementation strategies, technology training for new testing requirements, technology training for expanded student use (1:1 initiative), content specific training, MSIP 5, Teacher evaluation model update, Success for All annual classroom instruction and classroom management training, School Safety

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

Competative salary schedule, 100% paid health insurance, promote a positive school climate, calendar conducive to meeting student needs, MSU job fair, SuccessLink advertising, Opportunities for advancement as teacher-leaders, stipends for out-of-contract time for activities that improve student achievement and hone educator skills

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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:

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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:

Cross categorical integrations of services will be encouraged, PAT, PTO, Special Education, federal programs, and local resources will be used to improve student achievement, parent participation, and community involvement

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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 available in the district office

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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 District elementary will implement preschool screenings, kindergarten parent nights, preschool open house, book fairs, PAT informational shared meetings.

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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.

The District elementary will share professional development opportunities with preschool teachers as appropriate, supplemental materials and supplies will be covered, Title I activities will be available to preschool as a part of the overall school program, preschool will be invited to parent involvement activities and the preschool programs will be in coordination with the regular school programs.