

# Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

## BAKERSFIELD R-IV (077101) - BAKERSFIELD ELEM. (4020)

Team Members:	Brian Hollis	Elementary Principal	brianh@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.

Brian Hollis, Elementary Principal  
Angie Cotter, Paraprofessional  
Lesley Hollis, 3rd Grade Teacher  
Heather Smith, 1st Grade Teacher  
Kim Shrable, Parent

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 Elementary 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 to meet AYP. NEW READING INTERVENTION PROGRAMS AND TRAINING ARE BEING IMPLEMENTED IN AREAS OF LOW COMMUNICATION ARTS PERFORMANCE. MATH IS BEING REVIEWED AND INTEVENTIONS ARE BEING IMPLEMENTED. NEW SYSTEMS OF PROGRESS MONITORING AND REPORTING ARE BEING IMPLEMENTED AND TEACHER TRAINING IS BEING PROVIDED. Data Teams are used to identify annual and historical data to improve instruction and student outcomes. CURRICULUM IS BEING REVISED TO MEET THE COMMON CORE STANDARDS TO MEET NEEDS OF STUDENTS USING DATA AVAILABLE FROM INTERVENTIONS, CLASSROOM INFORMATION, CONTENT AREA PROGRAMS, AND RTI PROCESSES. AVAILABLE SPACES AND TECHNOLOGIES ARE BEING UTILIZED TO BEST MEET THE NEEDS OF STUDENTS AND PROVIDE THE BEST POSSIBLE MASS INDIVIDUALIZED INSTRUCTION POSSIBLE.

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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

☒ Schoolwide Positive Behavior Support. Date of implementation

August 2010

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

We implement a tiered-approach to learning by offering tutoring before or after school, Pride Time every afternoon before school is out, Progress monitoring that is web-based (Envision Math, ForeSight, Study Island, Acellus, technology-assisted instruction). Data are available for teachers on campus and off-site. Student technologies are available on campus and off-site via web.

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

New interventionist teacher for the 16-17 school year for reading and math as a Tier 3

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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:

Standford 10, Study Island benchmarks, ForeSight benchmarks, Envision benchmarks for math, DIBELS, STAR, Accelerated Reader, Running Record, we plan to add Ato Z Learning, New reading materials, New Interventionist

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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:

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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-Counselor visits each classroom at least monthly, counseling groups, anti-bullying, Owellus prevention, Preschool program,  
 bb-backpack program, vision and dental screenings, integration of PTO and PAT programs,  
 cc-Occupational, physical, and speech therapy services, early childhood special education and intervention programs

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

Program evaluations for all programs, lists of participants, increased student achievement, less remediation as the student progresses, smooth transition programs from preschool to kindergarten and from fifth grade to middle school, teacher retention rates

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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 testing data are shared and evaluated with each teacher team, cause and effect data are evaluated, shared planning time, grade level meetings, shared curriculum work, vertical teams

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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:

Evaluate reading levels quarterly and adjust instruction as needed, offer tutoring, implement Pride Time each afternoon, continue 90 minutes of communication arts instruction daily, review multiple measures to establish appropriate student goals, individualized AR goals, New interventionist for Tier 3 reading and math

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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

New Missouri Learning Standards curriculum work (BYOC) and implementation strategies, technology training for Smarter Balanced testing, content specific training, MSIP 5, teacher evaluation model update, Success For All annual classroom instruction and classroom management training, School Safety training

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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

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 integration 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.

Preschool screenings, Kindergarten parent night, Preschool open house, bookfair, 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.

Teachers will share in the same professional development opportunities 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.