

### **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 principal, superintendent, Title I teacher, an elementary teacher, parents and members of the community meet yearly to assess needs, review data, set goals and objectives for the development of a comprehensive plan for instructional program.

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.

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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.

**Implementation Year(s): 2016-17**

## **Schoolwide Program Plan (Building Level)**

### **DADEVILLE R-II (029002) - DADEVILLE ELEM. (4020)**

The Dadeville R-II School evaluated academic programming and performance by analyzing local assessment data, demographic data, and MAP and EOC data. Specific data sources that were used include, MAP scores, APR data, building achievement data, surveys, and DIBELS. The team analyzed the current educational environment, MAP results over time, as well as special education and at-risk incidence rates. Additionally, the team discussed current interventions for communication arts and math as well as future interventions for K-5 students. DATA: 2014-2015 assessment data shows that 15% of Dadeville R-II School elementary students did not meet proficiency levels in mathematics, 25% are below proficiency in science. Current 2015-2016 DIBELS data shows that 18.5% of our elementary students are reading below grade level. Based on the above data Dadeville R-II School will focus on further implementation of research-based instructional strategies, the use of formative assessments and timely interventions in the areas of communication arts, mathematics, and science. Additionally, Dadeville R-II School teachers will consistently implement the use of reading and non-fiction writing in all content areas. Dadeville R-II School will work to recruit, develop and retain high quality educators.

#### **Prioritized needs**

1. Implement research-based instructional strategies and reading strategies throughout the K-5 curriculum with an emphasis on formative assessments and timely interventions to enhance student achievement.
2. Adequately recruit, develop and retain high quality educators.

The following needs have been identified:

#### **Student Achievement**

- Improve Reading Scores· Maintain MAP scores in English Language Arts and Improve MAP scores in Science and Math
- Increase the number of non-fiction writing activities at each grade level
- Reduce the number of students earning failing grades

#### **Highly Qualified Staff**

- Attract high quality educators to our district
- Develop high quality instructors
- Retain high quality educators

#### **Parent and Community Involvement**

- Promote community partnerships
  - Improve communication between school and community using technology

## **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.

Teachers will provide intense interventions to students not mastering standards through morning RTI time.

Teachers will have 20-25 minutes available each morning for intervention and enrichment.

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

At Risk Program: Students are identified through assessment data, grade reports and teacher recommendation. Students identified to be at-risk are assigned to a designated At-Risk Instructor for intense one on one interventions.

Teachers provide whole class, small group and individual reading interventions regularly within the school day.

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: DIBELS, TERRA NOVA, teacher developed formative assessments and summative assessments.

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:

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

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- (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 teamteaching strategies.
- (cc) integration of vocational and technical education programs.

Tutoring

Intervention Program for all core content areas

Intense reading interventions in the classroom

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

Parent Surveys

Assessment Data

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 analyze student data and make instructional decisions based on assessment data. Teachers use formative assessment and summative assessment data to determine daily intervention and enrichment needs.

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:

At-Risk Program

Before and after school tutoring

Morning intervention program for all students not mastering standards

Title I teacher will pull students regularly for small group and one on one assistance.

The Title I teacher will push into classrooms to assist the teacher in providing interventions within the classroom. Morning intervention program will be provided for all students not mastering standards. Reading interventions will be implemented daily through three tiered reading instruction.

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:

### **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:

11. 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:

### **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

Professional Development provided for all teachers:

Utilizing research based instructional strategies

Incorporating non-fiction reading and writing across the curriculum

Implementing Formative Assessments in the classroom

Missouri Learning Standards implementation

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

- Salary schedules and benefits will be reviewed to make sure they are competitive with neighboring districts

- Beginning teachers will be assigned a Mentor

- All teachers will receive regular high quality professional development

### **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 will be notified of student progress periodically. Progress reports will be sent to parents at midquarter when necessary and at the end of each quarter. In addition to progress reports and quarterly grade reports, all teachers will hold parent-teacher conferences two times per year.

13. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

The Dadeville R-II school district will use state and local funds to help provide professional development for staff to implement goals of the plan. The district will also use these funds to ensure teachers are highly qualified. Federal funds will support the plan through the REAP flex process as well as Title I and II funds.

Services such as progress monitoring of all students will be provided with these funds.

14. Describe how the plan is made available to the LEA, parents, and the public, and in an easily

understandable and uniform format.

The Schoolwide Plan will be posted on the school district website.

#### **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.

Incoming kindergarten students are screened by the kindergarten teacher and Title I teacher in the spring prior to kindergarten enrollment. These students also participate in a Kindergarten Round-Up day led by the kindergarten teacher and Title I teacher prior to the start of the school year.

15. 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.

Last Submitted Date: 03/10/2016 Submitted by: Farmer, Cassy

Approved Date: 04/11/2016 Approved By: MCLELLAND, JANET