

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

KNOX CO. R-I (052096) - KNOX CO. ELEM. (4020)

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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 Federal Programs Coordinator, Elementary Principal, Title I teachers, a teacher representative, Paraprofessionals, and parents are invited to semi annual program review meetings to review and make corrections to the needs assessment and develop a plan for the instruction program of the school.

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.

Communication arts APR data: School total 2015 - 47.9%, 2014 38.6%, 2013 38.2%
Subgroup Totals 2015 44.6%, 2014 28.8%, 2013 32.8%
Mathematics AYP data: School Total 2015- 53.2%. 201446.6%. 2013 41.6%;
Subgroup Totals 2015 47.7%, 2014 35.6%, 2013 34.3%
At this time Knox County Elementary has no students with limited English proficiency and no migrant students.

MAP data

2015 Data - Prof. or Adv. Comm. Arts: Grade 3 -51.3%. Grade 4 53.3%, Grade 5 -35.4%

2014 Data - Prof. or Adv. Comm. Arts: Grade 3 -48.1%. Grade 4 12.5%, Grade 5 -56.7%

2013 Data - Prof. or Adv. Comm. Arts: Grade 3 -32.2%. Grade 4- 50%, Grade 5 -33%

2012 Data - Prof. or Adv. Comm. Arts: Grade 3 -43.3%. Grade 4-37.9%, Grade 5 -40.5%

2015 Data - Prof. or Adv. Mathematics: Grade 3 - 67.5, Grade 4 -63.3, Grade 5 -25%

2014 Data - Prof. or Adv. Mathematics: Grade 3 - 63%. Grade 4- 25%, Grade 5 - 53.3%

2013 Data - Prof. or Adv. Mathematics: Grade 3 - 45%. Grade 4- 53%, Grade 5 - 23%

2012 Data - Prof. or Adv. Mathematics: Grade 3 - 70%. Grade 4 -34.4%, Grade 5 - 45.9%,

Areas of strengths and concerns based on the data:

Mathematics scores continue to be a strength for our elementary students. We have one cohort that scores significantly below the other grade levels and additional interventions are being provided to the class and small groups of students in that grade level. Continued improvement is desired in all grade levels to meet proficiency targets and APR. Communication arts scores do show improvements in some areas but then declines are also noted. More consistency in programming and increased interventions are needed. Data teams will evaluate the results of the needs assessment and design a plan to address concerns.

Root causes include teacher turnover in the elementary grades

Transient student population

Curriculum and standard changes over the last few years

Students are lacking basic skills

Prioritized Improvement Needs:

1. - Increase student achievement in mathematics and communication arts.

Goal - Increase student achievement 5% in each testable area

2. - Improved Curriculum

Teachers will have all curriculum in mathematics and communication arts aligned to state standard by

the end of the 2016-2017 school year with an emphasis on technology rich lessons.

3. - Teacher Retention

Knox County will work to retain 95% or more of its teachers K-12 each school year.

4. - Improve Basic Skills in math and communication arts

Data teams will evaluate progress monitoring and assessment data monthly to guide Title I teachers in

the formation of intervention groups to provide appropriate intervention instruction on basic skills and practices.

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

Fall 2009

- Schoolwide Positive Behavior Support. Date of implementation

Fall 2010

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

- 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:

Communication Arts: MAP, Gates-McGinty, DIBLES, Study Island and Buckle Down

Mathematics- MAP, DIBELS, Study Island and Buckle Down

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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.

Knox County R-I School District recognized that students cannot do well academically if their primary needs are not addressed. Because of the high percentage of student who qualify for free or reduced lunch prices the school has worked with community organizations and churches to provide backpacks of food for students who need them. The school district has an onsite SPIRIT program through Preferred Family Health Care which provides Character Education and Social Lessons in the elementary classroom. They assist in providing mentoring and counseling services in addition to the counseling already offered by the school district. The counseling and career services also offers career exploration at the elementary grade levels.

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

The school uses several forms of data to ensure students needs are being met, Such forms of data include, attendance rates, students achievement on state assessments and in the classrooms, behavior reports and are reviewed at least quarterly and more often for those students who show characteristics of at-risk youth.

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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.

Teachers and staff participate in monthly collaboration groups based on grade level assignments to help make decisions involving the instructional programming. The team uses their collaboration time to analyze student data and plan appropriate programs for students individually and for whole group instruction.

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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:

Progress monitoring tools are used to ensure that students are mastering the grade level learning standards. Those that are not meeting the standards are then assigned small group and/or individual pullout intervention time with Title I teachers in either mathematics or communication arts. Knox County R-I Schools are currently using DIBLES and Study Island Progress Monitoring tools in both Math and Communication Arts.

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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:

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

District Staff is continue to review professional development on Cooperative Learning Strategies trough Kagan Professional Development. We are a fully implemented 1:1 school with iPads for all students in grades K-12 we participate in professional development through local trainers as well as Apple Professional Development that trains all staff on how to better utilize technology in the classroom. Administrators are seeking professional development on Balanced Literacy and Wilson Reading for classroom and Title I Teachers.

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

Knox County R-I School District have established a practice of reviewing teacher qualifications prior to assignment of classes. We also actively recruit teachers with the most experiences who will meet the needs of our district. We have a competitive salary schedule for the area that we are located to make Knox County more attractive to new and experienced teachers who are qualified in the areas they are hired to teach. Knox County has joined a partnership with Truman State University in which we place pre-interns and interns in our district throughout the school year. We participate and collaborate with other area colleges and universities and participate in their job fairs when the need arises.

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:

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

Knox County Elementary School will coordinate and integrate Title I fund with funds from Title II.A, Small Rural School Funding, IDEA and and Local money to provide a seamless support system for all students. 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.

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 is reviewed and explained at yearly parent-staff meetings in the spring of every school year. The plan is posted in the elementary office and elementary work rooms as well as on the school website.

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.

Knox County R-I School District hold a Kindergarten Screening every spring to identify and assess incoming kindergarten students. The district also holds a meet the kindergarten teacher night in May in which students are introduced to the teachers and information is disseminated to parents. Incoming kindergarten students are also invited and encouraged to attend summer school during the month of June.

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 Knox County Title I Preschool is designed to ensure that students have the necessary skills to help with success upon entry to kindergarten. Students are evaluated upon entry and exit to the preschool program on the various tasks and skills. Students who may lack basic skills are provided interventions at the preschool level. Skills taught in the program are aligned to the state standards for early learning. Knox County uses Project Construct Curriculum to guide the program.