

Patron Version of Schoolwide Program Plan

Revised October 2017

The Every Student Succeeds Act requires schools to have a comprehensive plan that complies with DESE's regulations. Funding may come from Federal, State and local sources, but to qualify, at least 40% of the children must be from low-income families. Other funds to deliver services, such as to children with disabilities or children with limited English proficiency, can be provided by State and local sources.

A Planning and Review Team, which includes the Principal, teachers and administrators, meets once yearly to work on the comprehensive plan and conduct a needs assessment of the District. In addition, the needs assessment takes into account the special needs of migrant children and Climax Springs students' achievement in comparison to Missouri's Learning Standards. The Team is responsible for identifying strengths and weaknesses of the District, prioritizing District needs, and then setting goals. Assessment data includes testing results, demographic data, MAP outcomes, effects of after-school tutoring and other interventions. Team members include the following staff:

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| Ashley Gardner-Inst. Technology Coach | Perry Rice-Principal |
| Belinda Cundiff-Title I Coordinator | Kyla Roberts-Inst. Coach |
| Trisha Hodges-Parent | Rhonda Wolfe-Parent |

In brief, analysis of Climax Springs R-IV School District data shows satisfactory progress toward meeting the target growth levels in Communication Arts and Math for most students, with few scoring below Proficient level. The analysis examined testing data, demographic information, MAP results, STAR reading results and a comparison between test scores of students who attended tutoring sessions and those who did not. To increase the numbers of students in grades Kindergarten through 6th scoring proficient or advanced in Mathematics, the District utilizes the ALEKS math program which supplements regular instruction. A new math program is being explored by the District to help students to become more proficient. The STAR assessment, which identifies students struggling with math, will assist teachers to adjust instruction for students needing math support. Other needs that were identified and prioritized were: 1) Continue math

intervention grades K through 6. 2) Continue current time schedule for tiered math intervention. 3) Provide professional development training for teachers on strategies and differentiated instruction and 4) Provide online training for teachers on vocabulary development and delivery methods.

3. II. Schoolwide reform Strategies.

Climax Springs R-IV has been engaged with professional learning communities since school year 2009 and continuing into the present year.

Tiered Inst. Support

The Climax Springs R-IV School uses success teams to select students who will receive tier intervention. This team consists of the Principal, special education teacher, Title I Reading Specialist, the Instructional Coach and a class room teacher, and the team focuses on students who are not academically successful in any or in all of the core instruction areas. Identification is based on a variety of classroom assessments and District-wide assessments, and with teacher input, decisions are made on the best intervention for student success. Data drives the instructional strategies that will be given during intervention time. The team meets every eight weeks to review the data to determine if the intervention is working to improve student academic success. If interventions are not effective, the team chooses another intervention plan or strategies that will achieve student success.

4. Teachers use Houghton Mifflin Reading Series resource materials to monitor student progress. The Data collected from District assessments will be used to guide instruction and form small groups for tiered instruction. The Missouri Assessment Program provides the District with in-depth feedback on student progress. In addition, the District has purchased STAR Reading for grades k-12. The STAR Reading assessment gives teachers instant feedback on student progress. Teachers also have access to individualized professional development that is tailored to the needs of their students. Teachers can select and watch videos in the areas that show students need further instruction. Climax Springs R-IV District also provides supplemental math support for students, currently providing pull-out supplemental

instruction for students who need support in math. Data from MAP and STAR Math Assessments are used to identify students who are in need of small group instruction in math. The District also offers dual credit online courses for students in high school, encouraging students to enroll in these classes and to obtain college credits. Also, students have the opportunity to participate in vocational and technical education programs.

5. Students in grades K-3 take home a Summer Reading Packet. Along with non-fiction books, the packets contain reading response journals. Students have the option to return packets in the fall to receive recognition for completing their packets.

Climax Springs R-IV School Districts employs one full-time school counselor who makes monthly visits to each elementary classroom to discuss social and emotional issues with students. In addition, she provides information regarding drug awareness. Individual counseling is provided when appropriate. Staff members and administration meet regularly in success teams at the elementary and secondary levels to review student progress and evaluate intervention strategies.

6. The District uses the following strategies to meet the educational needs of students in the Climax Springs School District:

- College and Career awareness through personal finance education, college visits, and guest speakers
- Integration of vocational and technical education programs- students are encouraged to visit and enroll in the Lake Career Technical College. Transportation is provided to students to attend LCTC program.

7. Climax Springs R-IV School District uses STAR Reading and Math, DIBELS Benchmark, and assessments from the Houghton Mifflin Reading Series to determine if student needs are being met. The District also monitors attendance, student behaviors, and office referrals to determine if the needs of students are being met.

8. Teachers meet with the Instructional Coach and the Principal to breakdown and interpret the results of MAP scores for each student. Teachers and Administrators use the information to guide instruction.

9. Climax Springs R-IV District will hold meetings with teachers and with the Instructional Coach each quarter to determine what interventions students might need. In these Success Team meetings, student work, MAP scores, and District assessments are used as evidence to support the level of intervention. The Success Teams meet as often as needed to ensure that students are receiving the most individualized instructional plan possible.

Our elementary program has begun an intervention program to support math instruction and with afterschool tutoring available two nights per week through the Cougar Club, additional help is provided.

10. Progress reports are given to each parent, and the District Instructional Coach is available to explain MAP results.

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11. The Climax Springs School District strives to employ highly qualified teachers.

12. Materials for supporting teacher certifications, competence, and professional development are purchased with federal funds.

13. All instructional staff, including principals, teachers, and paraprofessionals participate in ongoing professional development. Teachers meet in grade level teams to share information, and the District employs two instructional coaches and a consultant to provide professional development.

14. Climax Springs School District allows all of a teacher's years of teaching experience to be counted for placement on the salary schedule. Originally, this strategy was used for special education and math/science positions only; however, the difficulty in attracting quality personnel to rural areas requires some added incentives so the practice was extended to include all prospective teachers. In addition, over a two year period, we advanced all teachers up to two steps on the salary schedule, added three hundred dollars to the base pay and gave a 2% wage increase. We participate in the

Teacher Placement Days/Teacher Job Fairs at Missouri State, MOJOE, and the University of Central, and we use the employment websites sponsored by EESE to notify potential candidates of openings.

15. Parental involvement in school programs is encouraged in a variety of ways with invitations to Curriculum Days, Progress Report evenings, Title I Night, Financial Aid Support programs, and of course through our athletic program.

16. Climax Springs coordinates a number of programs to sustain the school's overall educational effort. Title I school-wide services for K-12 students and other district and federally supported programs including Title I professional development are part of the District's work to involve parents along with Title II A professional development monies, special education funding and homeless support. In our success team meetings wherein staff collaborates to review interventions and achievements of all struggling students, measures are taken to adjust interventions to meet student needs, to monitor effectiveness of those interventions, and to keep parents abreast of progress.

17. Through the use of the Climax Springs R-IV website, the plan to make information available to the public is partially accomplished, but other avenues such as posting the plans in the building to afford easy access to parents and students, along with School Reach, hallway posters, and _____ are also utilized.

18. Transition programs enable students to make a smooth transfer from one program to another, and one of those is helping preschool children move seamlessly from the Early Childhood Program to Kindergarten through visiting days in which the preschool children can meet with the Kindergarten classroom and meet the next year's Kindergarten teacher. In this program, students develop familiarity and comfort with their teacher and classroom; in addition this access helps to understand routines and schedules which will be part of next year's daily platform. Kindergarten Round-up, another program designed to assist an easy transition for these kids, is a screening process done collaboratively between the preschool teacher and the Kindergarten teacher wherein they can share insights and

information about students allowing both teacher and student to be prepared for the year ready to learn.

19. Climax Springs Preschool program will not be part of the schoolwide program to enhance educational efforts for children below the age of 6.