

Schoolwide Program Plan (Building Level)

Updated September 2017

CLIMAX SPRINGS R-IV (015003) - CLIMAX SPRINGS 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 review team consists of the Principal, Title I Teacher, Instructional Coach, two parents with students in the district, and the teachers input from the elementary. The review team will meet once a year to review and conduct a needs assessment of the District for students in Kindergarten through twelfth grades. The team developed a comprehensive plan for the total instructional program in the school. Team members included the following:

Ashley Gardner-Instructional Technology Coach
Perry Rice- Principal
Belinda Cundiff-Title I Teacher
Kyla Roberts –Instructional Coach
Trisha Hodges-Parent
Rhonda Wolfe-Parent

Input from building teachers came from Nicole Morgan, Hope Degan, Stephaine Jackson, Angie Madsen, and Kaitlyn Perry

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.

The Climax Springs R-IV School District evaluated the academic programming and student performance by analyzing the assessment data, demographic data, and Missouri Assessment Program (MAP) results, STAR Reading assessment results and the correlation between students who attended after-school tutoring/Cougar Study Club (Tutoring focused on students specific areas of needs for MAP and was extended to 13.5 weeks) and their MAP scores. The following data sources were used in the evaluation: Annual Performance Report, building APR supporting data, Individual MAP results for students, Correlation data from SES after-school tutoring program and individual student MAP scores, DIBELS, Discovery Assessment, local assessment data, district benchmark data, and current intervention program data at the elementary level were reviewed in the areas of Communication Arts and Math for grades K-6.

The data drill down process revealed that the proficiency rate for all students in grades 3rd- 6th is increasing to meet the target growth level in Communication Arts. The Advanced rate is showing a decrease in 3rd and 6th grades and is below the target and growth level in Communication Arts. In Math, the data showed an increase in meeting the target growth level the proficiency rate for all students in grades 3rd- 6th. The Advanced rate is showing a decrease compared to the year before in 3rd and 6th grades and is below the target and growth level. DIBELS data for grades Kindergarten through 2nd and 6th indicate that 66% of students are at the benchmark for the middle of the year and that 21% of students are well below benchmark. The Discovery Education Assessment data revealed that in 3rd-6th grades 34% of the students scored at the Proficient level and that 0.012% of students scored at Below Basic level in Communication Arts. The Discovery Education Assessment data revealed that in Kindergarten- 2nd grades 91% of students scored at a Proficient level, and 0.023% scored at a Below Basic level in language arts. In mathematics, the Discovery Education Assessment data revealed that 60% of the students scored at the Proficient level and that 0.024% of the students scored at the Below Basic level in 3rd-6th grades. In Kindergarten-2nd grade, the data revealed that 64% of the students scored at Proficient level and that 0.07% of the students scored at the Below Basic level.

Based on the findings, the planning team hypothesized some root causes for the scores decreasing in Mathematics in grades Kindergarten through 6th. To help increase the number of students scoring proficient or advances the elementary now has a math intervention program in place for all grades. Students in grades 3rd-6th have been doing the ALEKS math program which serves as an intervention in math but there needs to be additional math program used in conjunction with the ALEKS program. In grades Kindergarten through 2nd, there is no math intervention program used. The teachers rely on the Saxon math program. The District is in the process of selecting a new math program that would help our students become more proficient in the subject area. . A math intervention teacher provides services to students who are identified as not meeting expected grade level learning outcomes or not meeting a proficient level on the MAP assessment. A schedule has been set up in the elementary to ensure students receive interventions in math working with a teacher. This requires collaboration with all teachers in the elementary building to determine a time when intervention can be done. The STAR Assessment was given to identify students who are struggling in math. This assessment will also help

teachers differentiate instruction for those students that need it. The District will need to buy additional supplemental materials in order to support an intervention program and possibly purchase a math intervention program that can be used in grades Kindergarten through 5th. Based on the data, the 6th-grade class shows that they are very strong in the area of math. The curriculum for 6th-grade math is solely using the ALEKS program and they were not identified as needing additional support in math at this time. The team also identified that there is a need for more vocabulary instruction to take place in the elementary. There is a strong demand to implement vocabulary through using differentiated instruction and staying away from the typical approach of using worksheets to teach it. Based upon the hypothesis, the following prioritized needs were determined:

- 1 Continue with the implementation of a math intervention program to target students that need additional support through tiered intervention in grades Kindergarten through 5th.
2. Continue with the current time schedule for tiered math intervention.
3. Provide online professional development training for teachers to be able to implement strategies and differentiated instruction that are included in the new math series working with students who need support in math.
4. Provide online professional development training on vocabulary development to increase teacher's knowledge of how to deliver researched based vocabulary strategies to increase students' knowledge of vocabulary and its meaning.

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

The District has implemented professional learning communities. The District has been engaged with professional learning communities since the school year of 2009-2017.

- Schoolwide Positive Behavior Support. Date of implementation

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

The Climax Springs R-IV School District uses success teams to select students who will receive tier intervention. The success teams consist of the building principal, the special education teacher, the Title I reading specialist, the instructional coach, and the classroom teacher. During the meeting, the team focuses on students who are not academically successful in any or all of the core areas. Identification is based on a variety of classroom assessments. The team also reviews the assessments that are used throughout the District. The team makes decisions for students based on the data from these assessments and teacher input. The team decides on the best intervention that will help the student be successful. The data drives the instruction that will be given to the student during tier intervention time. The team meets every eight weeks to review the data again and to determine if the intervention is working to improve the student's academic success. If the intervention is not effective, the team chooses another intervention plan or strategies that will help the student be successful.

- 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:

Interventions and programs used to work with students for small group instruction that have been identified with a need in the area of Reading or Communication Arts: Houghton-Mifflin Reading Tool Kit, DIBLES – Mclass, DIBELS, DIBELS 3-D, and Study Island and STAR Reading Assessment . Funding for these intervention programs comes from Title I-A purchased services. Professional development for using these intervention programs is ongoing. There are online coaches and videos that are available for teachers to use. Also, the District employs an instructional coach for continuous on the job training. Title I-A and Title II-A funds will be used to provide professional development to support teachers knowledge of reading interventions and strategies that they will be using to work with struggling readers in grades K-12.

The District will also be providing supplemental mathematics support for students in grades K-1. The District currently has in place math interventions for students that include small group and one on one instruction. The District will purchase new math series that best serves our student's needs in math. The District has a schedule to provide students who are identified with a need in the area of math with small group instruction and interventions that will be teacher led and were implemented in the 2015-2016 school year. The District currently uses the STAR math assessment to identify students in need of math intervention. Further professional development will be funded for this through Title I-A and Title II A. The District will also be providing tutoring for students in grades 3-6 (Cougar Club) that focuses on the areas of Communication Arts and Math. The District will use Title I-A funds to pay for staffing and transportation for students.

The following are a list of assessment and intervention programs the District currently uses DIBLES – Mclass, DIBELS, DIBELS 3-D, Discovery Assessments, Study Island, STAR Reading, STAR Math , Math Intervention Time and Cougar Club Tutoring.

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:

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

•(aa) counseling, pupil services, and mentoring services

The Climax Springs R-IV School District employs one full-time secondary counselor who is also licensed in clinical counseling. She also 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.

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1. 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.

•(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
The Climax Springs R-IV School District uses a blended approach to instruction offering both online and face-to-face instruction. All students in grades 7-12 have netbooks; we have 4 mobile laptop computer labs used for math instruction in the MobyMax program. Each elementary classroom has from 1-4 iPads for students use. The District uses Missouri Connections for career exploration, developing portfolios, and completing career interest assessments. The District also offers a variety of dual credit college courses and online courses for credit recovery or acceleration. The District offers a 5th-year senior program for students who want to continue toward an Associate of Arts degree but are limited in the resources to drive to or relocate to a community college or who need more social/emotional support to be successful in college-level coursework. Students must be eligible, based on the individual college requirements, to take dual credit courses to participate.

•(cc) integration of vocational and technical education programs.
Students have access to the Lake Career & Technical Center (through an agreement with Camdenton School District) for vocational programs in a variety of interest areas.

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

The Climax Springs R-IV School District uses the following assessment measures to determine if student's needs are being met: success team data/notes: DIBELS Benchmarks assessment/progress monitoring data, STAR Reading and STAR Math. The District monitors student attendance, student behaviors, office referrals, and students who have assigned ISS (In School Suspension) or OSS (Out of School Suspension) and any other form of student's data. However, the District does not use title monies for funding this type of administrative data. The District also uses and alternative school setting to minimize loss of instructional time due to disciplinary problems.

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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 will be included in the process of developing a comprehensive plan for the effective modification of existing plans as dictated by assessment data. Teachers will disseminate the testing data in collective teams with the Instructional coach and the building principal. This same information is then communicated to staff doing interventions for reading and math. The areas of weakness demonstrated by the results of each assessment will be used as areas of focus for improvement in the overall program. Success teams have been developed for grades K-6 and will be used in determining each student's area/areas of need and to work toward a united goal for the student's overall success.

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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:

The elementary program conducts success team meetings every eight weeks to evaluate student progress or to determine if a student is starting to experience difficulties in a specific area. In the meeting, the team makes an educational plan along with strategies to help students become successful. All decisions are data driven with teacher input. If a student has been identified through the data as needing additional support in an area, the student receives support immediately with no wait time. After eight weeks the data is reviewed again to determine if the student has made progress and if the plan is working. If it is not, changes are made and the team meets in eight weeks to determine if the changes were effective. The elementary currently does tier intervention time for students in the area of Reading.

The elementary has implemented an intervention program this year (2015-2016) in the area of Math. Students in the elementary can also participate in after school tutoring known as Cougar Club. Cougar Club was extended in the 15-16 school year to 13.5 weeks. Tutoring is offered two nights a week for 1.5 hours each night with one night being open to anyone who wants to come and the other night is offered to students who scored just a few points away from making a Proficient or Advanced level on the MAP test. This is designed to target students who need supplemental support in the area of Communication Arts or Math.

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:

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

All instructional staff, including principals, teachers, and paraprofessionals participate in District-wide professional development. The District employs two instructional coaches and a consultant. We continue to work in our grade level teams to review and score student writing assessments in order to differentiate instruction. Regular team meetings are occurring throughout the year focusing on

data analysis and quality research-based instructional practices. We use results from formative assessments, Discovery Assessments, and MAP/EOC, STAR Reading, and STAR Math to measure the effectiveness of instruction and programs.

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

1. The Board of Education allows all of a teacher's years of teaching experience to be brought in for placement on the salary schedule. Originally, this strategy was used for special education and math/science positions only. We realize the difficulty in attracting quality personnel to rural areas so the practice was extended to all teachers. In addition, over a two-year period, we moved all existing teachers up two steps on the salary schedule, added three hundred dollars to the base pay and gave a 2% wage increase.

2. We participate in the Teacher Placement Days/Teacher Job Fairs at Missouri State, MOJOE, and the University of Central Missouri, and use the employment websites sponsored by DESE to notify potential candidates of openings.

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 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 are involved in planning activities

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

Climax Springs R-IV School District will coordinate and integrate Title I school-wide services for K-12 students with other district and federally supported programs including Title I professional development monies, Title II A professional development monies, special education and homeless. The District conducts success team meetings where staff members collaborate to review all struggling student's interventions and achievement. Individual student data is monitored and interventions are adjusted to meet their needs and to monitor effectiveness.

17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

The Climax Springs R-IV School district will post the plan on the schools website under the Title I section for all parents and community members to view. The plan will also be posted up in the building in order for parents to have access to it as well.

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 Climax Springs R-IV Elementary School provides visiting days with the kindergarten classroom along with meeting the kindergarten teacher. Students currently in the preschool program visit the elementary and spend a few days being in the Kindergarten class. During these visits, the preschool students, and their parents are able to see the routines and schedule. The preschool students are able to become familiar with the building and the teachers who work in the elementary program. Another way the building assists preschool students in the transition process is through the kindergarten Round Up. This is the screening process the District uses for kindergarten. The screening is done through the collaboration with the preschool teacher/ Parent Educator, and the kindergarten teacher along with other staff members as needed. Through this collaborative effort, teachers are able to share insights and information about students allowing both the teacher and the students to be prepared to start the year ready to learn.

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.