

# Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

**BRONAUGH R-VII (108143) - BRONAUGH ELEM. (4020)**

Team Members:	David Copeland	Superintendent	dcopeland@bronaugh.k12.mo.us	417-922-3211
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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 improvement planning committee (IPC) included the following stakeholders: K-6 principal, k-6 and K-6 sp.ed. teachers, counselor, paras, PAT/PPP coordinator, board member, Title I, K-4th grade teachers, Comm. arts (k-6) & Math (k=62), SRO, Juvenile Officer, 2 parents, PTO Officer & Community Member. Members of the group met quarterly to review data and develop the objectives for a schoolwide 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.

NEEDS ASSESSMENT: The improvement planning committee (IPC) included the following stakeholders: K-6 principal, k-6 and K-6 sp.ed. teachers, counselor, paras, PAT/PPP coordinator, board member, Title I, K-4th grade teachers, Comm. arts (7-12) & Math (7-12), SRO, Juvenile Officer, 2 parents, PTO Officer & Community Member. The IPC was charge with guiding the improvement planning process over the 5 year plan. The IPC reviewed data & used the drilldown process. The data used included: Terra Nova, MAP data, DIBELS, discipline referrals, STI usage, PLC reprot, aimsweb, curriculum & climate surveys. Trend data shows that achievement scores are still decreasing. The IPC determined that the district was not meeting standards in assessment, placement rates, and transition. At the k-6 gr. level the dropout rate was identified as a concern also decreasing job placements & decreasing acheivemnt scores. Based upon this data analysis, the IPC determined that instructional models & interventions were not adequate to meet the needs of the students who had difficulties in communication arts & math. This hypothesis, lead to the following needs: 1. Continue the implementation of RTI with additional materials and training to expand the program, 2. Implementation of the curriculum-based measures with web-based programs for RTI evaluations. 3. A revised and emphasized transition program with more activities for secondary students. 4. Early education with a preschool program. 5. Supplemental services in K-6. 6. Revise curriculum to meet new standards.

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

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

General education teachers and Title Staff use AIMSweb to benchmark and progress monitor K-6 students. Teachers are expected to group students in tiers based on those assessment scores. Title staff assist students who are in tier 2 and 3.

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

Data Teams - Training that included Title I staff occurred late in the spring of 2016. Teams will be developed and will meet during the 2016-2017 school year. Teams will identify which local assessments will improve academic performance. Teams will review data, develop assessments, implement instructional strategies to improve teacher quality and student learning.

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:

AIMSweb- Teachers in grades K-6 benchmark and progress monitor using AIMSweb in both communication arts and mathematics. Teachers group students and differentiate instruction and evaluate effective instructional practices. Data is used to determine which students are a priority for supplemental services such as pull out or push in.

Terra Nova- Assessment is administered to K-2 students. Teachers use data to evaluate instruction, close learning gaps, and align curriculum. Building uses data as to determine which students are priority for push in or pull out supplemental services.

DIBELS- administered to at-risk students who receive pull out services in communication arts. Data used to track progress and guide instruction.

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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:

At risk students are eligible for the summer program offered through the 21st century funds. All students may participate in the afterschool program.

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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.

The Bronaugh Elementary School has a high rate of free and reduced lunch students. The district works with local churches to provide assistance with food to these families. The district Character Ed Program conducts a food drive to needy families once a year. The Afterschool Program offers a snack to students who stay afterschool.

The district offers counseling services to all K-6 students. The district has implemented a Check & Connect program to mentor at-risk students.

The district sends eligible students to Nevada for vocational and career education programs. The district also provides career education programs on site.

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

The Bronaugh School will utilize data from attendance, behavior reports, local assessments, state assessments, annual program evaluations for academic and extra curricular programs. This data will be reviewed monthly.

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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.

The Bronaugh Elementary teachers collaborate to review MAP and Terra Nova data prior to the beginning of each school year. The teachers identify strengths and weaknesses. The teachers collectively use the data to review what instructional strategies were implemented and what effect they had.

The Bronaugh Elementary teachers have collaboration time to review AIMSweb data for communication arts and mathematics. Teachers use data to group students, evaluate instruction, and develop supplemental plans.

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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:

Students will be assessed using MAP, Terra Nova, AIMSweb, SRI, and DIBELS. Students will be benchmarked three times in a year in AIMSweb. Progress monitoring will occur every two weeks. The data from those assessments will impact the level of assistance and strategies used to improve instruction.

DIBELS and SRI will be used for students who are receiving pull out instruction. Students will work with the teacher to create targets and receive feedback on progress.

Students who identified as at-risk will be eligible to participate in the summer program funded by the 21st Century grant.

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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:

Back to school night meetings

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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:

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 district staff are participating in common core curriculum alignment using the Build Your Own Curriculum software. Elementary teachers have ongoing development using AIMSweb data.  
Data Team training is being implented to improve local assessment across content areas.  
All teachers have the oppourtunity to participate in the Teacher Academy.

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

The district reviews teacher qualifications, certifications, and experience prior to assigning positions for the next school year. The district provides partial insurance to full time employees. The district provides first/second year teachers with a mentor. The district utilizes local universities to place practicing teachers in the district with successful supervising teachers.

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:

The Bronaugh District will utilize Title I, Title II, Part B, 21st Century, and local funds to support all students. All students in grades K-6 recieve tiered instruction and are eligible for supplemental support. The above funds allow teachers to collaborate in order to discuss data and improve instructions. Teams meet to discuss students progress in order for special education, Title, and classroom personnel can provide input on particular students. The afterschool program personnel are involved in those meetings, so they know what factors to be aware of when working with those students.

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

Parents and the public are made aware of the school and district's Title I plans at back to school events. Parents and patrons are included in the Title program evaluation. Questions on the enrollment forms assist in identifying what primary language is spoken at home.

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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.

The preschool program is housed on the school district property. The preschool students spend time with the kindergarten class prior to finishing their preschool school year. The preschool program coordinates with PAT to assist parents and students on the transition to kindergarten. Collaboration occurs between the preschool and kindergarten staff to review student concerns and strengths.

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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.

The preschool teacher collaborates with the other elementary staff to review AIMSweb data and instructional strategy implementation. The preschool program coordinates services with PAT. Data from preschool is reviewed by the Kindergarten teacher prior to the beginning of each school year.