

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

ST. CHARLES R-VI (092090) - LINCOLN ELEM. (4080)

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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.

Deanna Meloche- Title I Teacher
Lauren Mertz- Remedial Reading Teacher
Nicole Adams- Instructional Coach
Shelly Trauterman- 1st Grade Teacher
Christina Pliske- 4th Grade Teacher
Gina Linhoff- Resource (Special Education) Teacher
Karon Johannes- PTO, Parent
Bev Stewart- PTO, Parent
Julie Williams- Principal

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.

At Lincoln Elementary, we use several assessment tools to analyze our students' progress. We use Teacher's College Reading Benchmark Assessments (K-4), Everyday Math Assessments (K-4), Common Core Standards for all subjects (K-4), and Missouri Assessment Program (3-4). Our data reveals that our students have been growing and our achievement is strong, however, it also shows areas where we need to improve. According to the 2015 MAP results, 69.7% of 3rd grade students and 85.2% of 4th grade students scored proficient or advanced in communication arts. 73.5% of 3rd grade students and 75% of 4th grade students scored proficient in math. We would like to see 80% of our students proficient or advanced in both subjects.

In order to help support our students and teachers reach our goal of 80% proficient or advanced, we will support classroom instruction through planning days with our instructional coach. During these planning days, we will ensure that teachers are using research based strategies when helping their students and allow time for teachers to collaborate and share what is working in their classroom with their colleagues. These planning days and support in the classroom from our instructional coach will help ensure our core instruction is high quality and meeting the needs of the students.

Our title one teacher, remedial reading teacher, interventionists, and resource teacher will support our students whose needs are not being met in the regular classroom. They will provide high quality instruction and intervention to help meet the students' needs whether it is in a "push in" or "pull out" model.

Our priorities will be:

- Ensure quality instruction in every classroom
- Identify and meet the needs of struggling students through monthly meetings where we analyze data and develop plans for each student
- Continually monitor and analyze student data as well as school data to identify trends

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

September 2007-present

- Schoolwide Positive Behavior Support. Date of implementation

September 2009-present

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

Students in grades Kindergarten through Fourth grade will receive core instruction including intervention and enrichment; differentiating the needs of every child. Students will receive daily communication arts instruction aligned with reader's and writer's workshop, word work and spelling. In addition, students will receive daily math instruction aligned with common core standards and grade level expectations. Use Teacher's College benchmarks, Words Their Way Assessment to identify specific mastery levels for individual students. Student work and assessments will be reviewed regularly to ensure each individual student has one year's growth in one year's time. Instructional coach will provide job-embedded training and accountability around core instruction so that the majority of students are on grade level from the homeroom teacher. Intervention specialists will provide small group instruction to students struggling to meet core standards. Begin the work of teaching students how to set and track goals aligned with grade level standards.

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

Instructional strategies will focus on Marzano's book, Classroom Instruction that Works and Jennifer Serravallo's the Literacy Teacher's Playbook, Standards based grading will align with common core state standards and grade level expectations. Implement a school-wide positive behavior support and/or character education program to teach student expectations and personal development. Monitor suspension/discipline data to identify and address building wide areas of concern. Individual student MAP results will be provided through a detailed explanation sent home to parents with follow-up at parent-teacher conferences.

Science Technology Engineering & Math (STEM) activities and events are being incorporated into instruction. Two staff members have attended official STEM training and are using these activities to enhance Science Nights and classroom instruction. Not only are these teachers using what they have learned they are working with other teachers to try some of these strategies. This instruction also includes Novel Engineering in which students find a problem in literature and try to work in teams to solve it using a variety of common household resources.

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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:

Teachers College Running Record bench marks, Everyday Math Common Assessments, Lucy Caulkins cold writes, teacher created assessments.

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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:

Provide before/after school programs to help close the learning gaps. Provide summer learning opportunities to keep students from regressing during summer months.

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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 school understands that students cannot do well academically if primary needs are not met. Due to the high number of students who qualify for free and reduced lunch, ELL and minority populations, the school collaborates with community organizations to provide for basic needs. Additional mentoring is provided through OASIS, Students as Mentors, Lewis and Clark students, and partnerships with local colleges and universities. Supplemental counseling and support beyond what the school counselor provides is coordinated through agreements with Preferred Family Healthcare, Crider Center and the Department of Social Services Family Support Division. The school provides career information and exploration through interest inventories, student leadership opportunities and partnerships with community groups.

Every Friday a district backpack program provides groceries to students who need this service. A fresh food pick up service became available to those same families last month and will continue each month in the future. Both Care to Learn and Neighbor Helping Neighbor are district partnerships that help families with support in health, hygiene, shelter and other basic needs. Additional mentoring is provided.

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

School attendance, behavior, participation in activities and student academic performance will be reviewed each trimester. Partnerships and community involvement will be reviewed annually.

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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 collaboratively work to develop and use data from common assessments and benchmarks to drive instruction. Building assessment calendar has been developed. Data Teams, both horizontal and vertical are used at the school regularly. End of year achievement targets for the grade/building are reviewed periodically to ensure each student is on track to meet the end of year standard or make one year's growth. We use title one funding to hire interventionists in order to support students who are not on track.

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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:

Systematic processes at the school through the Data Teams process include regular assessments and monitoring based on determined curriculum assessment schedules. Additional services and interventions provided are based on individual results. Students and teachers understand these processes and immediate support for students is based on the needs identified. Before or after school tutoring is provided. Interventions/enrichments for all students are provided daily. The school works with the intermediate school to help students be successful as the transition from self-contained classrooms to teams, lockers and new expectations.

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:

Translator services provided as needed.

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

Teacher teams are sent to on-going district Marzano trainings on research based instructional and assessment practices; present information to faculty for building implementation. Teams will meet weekly as a professional learning community to look at student work, data and planning instruction. Principals and instructional coaches meet monthly with data teams to review individual student progress in math and communication arts and plan goals to help struggling students. Work with instructional coach on training and implementation of new communication arts curriculum focusing on balanced literacy. Utilize instructional rounds to allow teachers opportunity to observe colleagues. Meet monthly with data teams to review individual student progress in math and communication arts and plan goals to help struggling students. Utilize early release days and faculty meetings to provide professional development around district initiatives such as: standards based grading, writing and scoring assessments, high quality instructional practices. Provide on-going release time for teachers to work with the instructional coach to plan lessons around student data and common core standards and grade level expectations. Encourage teachers to apply for and attend professional development workshops that align with district initiatives.

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

The district confirms teacher qualifications prior to assignment of classes and recruits the most experienced teachers to serve those students with the greatest needs. The district continues to review area school districts to ensure that we are offering a competitive salary schedule and benefits in order to attract highly qualified staff.

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:

Communicate regularly with parents around standards based grading and student proficiency expectations. Strive to have 100% attendance at parent-teacher conferences and receive feedback once a year through a parent survey on topics such as: school events, communication and student learning.

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

Coordinate and integrates Title IA funds with other funds including, Title IIA, Title III, SPED, Title ID, MIM, homeless set aside funds along with local funds to provide a seamless support system for all students. Using the interventions as outlined in our school-wide reform strategies all students are assessed and provided tiered interventions and enrichment based on individual student data. 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.

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

The School-wide plan is posted on the school's Title I web page which also provides a translate feature. Each of the Title I buildings have a copy of the Title I School Wide Plan available for parents/guardians. Each of the Title buildings provides a copy of the school wide plan at the Beginning of the Year Title Family Nights, which happens at the beginning of each school year.

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 district provides preschool services and education to City of St. Charles School District community members with children ranging in age from three to five years old. The services are offered to children at all ability levels; the program ensures certified teachers are trained in early childhood development and theory, as well as early childhood special education. Title I funded spaces are available for academically disadvantaged students. As of February 2014, we also added two full-day preschool classrooms at Coverdell and Blackhurst Elementaries, which are both accredited and licensed, funded through the Missouri Preschool Project (MPP) grant. During the 2015-16 School year, two early childhood special education preschool classrooms were also added to serve students with more significant needs.

Program Goals and/or Objectives:

The goals of the program are to:

1. Create learning experiences that academically challenge all students
2. Encourage learning through play, curiosity, creativity, and hands-on experiences
3. Prepare students for the academic and social demands of entering elementary school
4. Educate the "whole child," by encouraging social/emotional and gross and fine motor development, as well as cognitive growth
5. Develop and maintain family and community partnerships to strengthen the district's relationship with community members

The district administers a survey to district preschool teachers, kindergarten teachers and administrators to get feedback about kindergarten readiness skills. The District provides time for preschool teachers and paraprofessionals to observe one another, as well as, provide collaboration time between preschool and kindergarten teachers to discuss programming and transitioning. Elementary schools give tours to incoming kindergarteners so they can see their classroom and school facilities and meet their teacher. Parents as Teachers also work to screen incoming kindergarteners using the Dial 4 assessment.

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 district provides a district-wide Title I preschool program for qualifying students.