

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2013-14 - 2015-16

GIDEON 37 (072073) - GIDEON 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 District Advisory Team meets bi-annually with subgroup meetings occurring throughout the school term to develop plans to improve the school's instructional program. Meetings occur in the spring and fall. The team consists of the elementary and high school principal, Title I literacy coach, 2 regular classroom teachers, 2 parents and a business owner. The team reviews data, Title I programs, assess needs and provides guidance in plan development.

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 Gideon School District evaluated academic programming and performance by analyzing local assessment data and MAP data. The following data sources were utilized: Acuity class summary data, growth reports and benchmark data, building APR and supporting data, MAP achievement level results and IBD reports, SPED data, Professional Development training reports, and local assessment data. A

three-year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs.

The data drilldown process revealed the following:

District Report Card (2010-2012): Preschool enrollment has increased 54%; K-12 enrollment has decreased 11%. K-12 attendance has increased 1% yet maintaining slightly above the state average. Students' qualifying for Free/Reduced Lunch has increased 7.5%. Graduation rate has decreased 3% over the past three years but is still maintaining well above the state average. Four Year Graduation Rate has increased 7.59% with a final rate of 95.83% (area of focus will be the tracking and supporting of male and Free/Reduced subgroups). There has been no change in the drop-out rate over the past three years. There is an 8% increase in students attending four year colleges, a 41% increase in students attending two year colleges, and no students attending a Technical institution over the past two years. ACT results indicate a steady increase in the percentage of graduates taking the test with comparable participation to that of the state. However, ACT composite scores remain lower than the state composite score of 21.60 with a composite score of 18.80.

Annual Performance Report (2011-2012): Annual Performance Report comparisons indicated the following indicators were improved upon – EOC English II Communication Arts and Career Education Courses. The following areas remain Not Met – MAP Grades 3-5 Mathematics, ACT, College Placement, and Subgroup Achievement. Additional areas not met for the 2012 report – Bonus MAP Achievement, Voluntary EOC Bonus, and Career Education Placement.

MAP Achievement Level Report (2010-2012): Achievement Level reports indicate the following changes by grade level: Grade 3-4 Communication Arts (CA) has shown a continual increase over the three year period; an area of focus will be in the area of CA for grades 5-8 due to decreased progress. Even though grades 3-5 Mathematics indicators have not been met during the last two years, achievement levels have increased from 2010-2012 by an average increase of 4.5%. A focus will be placed on correspondence of standards and the instructional strategies and resources used to address the mathematical deficiencies shown in the IBD reports. Increases in achievement have been made in the upper level mathematics. Gideon has exceeded the state average of students scoring proficient or advanced consistently over the three year period in the areas of grade 3 CA, grade 7 CA, grade 8 CA, English 1, English 2, grade 8 Math, and Algebra 1.

Content Standard Summary Report (2010-2012) Grades 3-8 CA standards were analyzed and compared with the state data. The data indicates the greatest deficiency to be in Speaking/Writing Standard English for both district and state. Gideon is slightly below the state average performance of 68% with an average of 66%. Grades 3-8 Mathematics data indicated Algebraic Relationship to be the greatest deficiency for both district and state with an average of 62% for the district compared to the states average of 68%. Data indicates grade 5 CA and grades 4-5 in mathematics to be an area of concern with weakness indicated in all content standards. Scaled scores for mathematics have stagnated or declined over the past 3 years in grades 3-8. Scaled scores have improved significantly at the high school level as measured by the Algebra I EOC Exam. This improvement is attributed to an improved concept base in grades 3-8. Our focus now needs to turn to maintain the upper grade improvement while beginning to improve elementary and Jr High math scores. We have seen some significant improvements in Com Arts scores in grades 3-5 and on the English II EOC Exam, but a dip in grades 6-8. We need to maintain the improvement in grades 3-5 and high school, while working to address the decline in grades 6-8.

ACUITY Class Assessment Report (2012):

Based on the analysis of data several root causes were identified. First, while there is a data system in place to assess student learning, assign lessons to improve/strengthen concepts, and assist in determining placement for RTI, there is an overall lack of understanding of using the system effectively. In addition, two separate systems are currently in use. K-1 uses AIMSWEB and 2- 8 utilizes Acuity. Using two different systems does not allow for seamless transition from one system to the other, requires different PD training and requires the coaches to learn multiple data systems. While staff understands and complies with administering benchmark

assessments there is a lack of using data from the assessments to drive instruction and utilization of the system to provide individual assistance to students based on identified weakness. Secondly, there is also a lack of providing individual PD training and support based on individual teacher needs regarding utilization of effective research-based instructional strategies, effective RTI instruction, and data analysis. The level and rigor of instructional practices was also identified as an issue. While there are pockets of teaching/ learning activities that fall into the higher Quadrant D level on the Rigor/Relevance Framework, many of the activities fall at the lower levels. Lastly, data from the DIAL indicate that a significant percentage of preschool children have deficits in motor, concept and language skills necessary for academic success upon entering preschool. Therefore, this puts these children at risk for academic failure unless interventions are implemented to accelerate learning before kindergarten.

Based upon these root causes the following prioritized needs were identified:

1. Improve staff knowledge and implementation of effective data analysis strategies to drive instruction, utilize the computerized system effectively to address individual student learning needs, and to track individual student growth.
2. Implement a training, feedback and support system for teachers based on their individual and group needs to improve teaching/learning using research-based strategies.
3. Move to one data system for grades K-8 to provide a seamless transition, streamline PD and coach support for monitoring student growth, data analysis and intervention.
4. Provide resources and training to staff in developing and implementing rigorous lessons and assessments to assist students in mastering the Core Academic Standards in mathematics and ELA .
5. Provide a comprehensive Preschool program to meet the academic needs and prepare them for the skills and knowledge necessary to be successful in kindergarten.

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 had Professional Learning Community Teams since 2008. In the beginning these teams were very active and an integral part of professional learning in the district. Over the past two years these teams have not been utilized and active. In the upcoming school year these teams will be revitalized and utilized to help improve teaching/learning throughout the district. The teams will be comprised of grade level teachers across all subject areas. The focus of the teams will be to improve learning through analyzing data to drive instruction, acquire skills and knowledge to improve instruction, develop quality assessments and units based on the Common Core and to strengthen RTI.

- Schoolwide Positive Behavior Support. Date of implementation

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

RTI will be utilized to provide student academic support. The Acuity System will provide teachers and staff a means to monitor and track student learning. Benchmark assessments will be given in the fall, winter and spring and are aligned with the Core Academic Standards. Utilizing this system teachers and staff will be able to identify the strengths and weaknesses of each individual students and place them in the correct Tier I , Tier II or Tier III group. Tier I students will receive whole group instruction and are those students who are performing at grade level. Tier II students are those who have specific identified areas of weakness and receive an additional small group instruction within the classroom. Tier III students are significantly behind in concept and skill levels and receive more intense individual instruction. The Acuity system has the ability to allow teachers to assign additional instructional modules on specific concepts that have been identified through benchmark testing and to track individual student growth.

- 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:

The Acuity system will be utilized, in addition to the MAP, to assist in diagnosis, teaching, and learning in the classroom to enable students to meet the Core Academic Standards, be successful in mastering content, provide data to drive instruction, and track individual student growth. Through the system students will take benchmark assessments in the fall, winter and spring. Teaching staff will utilize this data to: identify individual academic strengths and weaknesses, evaluate whole class understanding of core concepts, assign individual lessons and activities based on benchmark data, track and report student academic growth over time, and revise lessons/activities. As benchmark assessments are completed data teams, with the support of instructional coach, will evaluate individual and group data to determine individual learning needs and revisions in lessons. As the team evaluates the data, looking at the distracter analysis and class reports, the team will identify which concepts students did not grasp during whole group instruction. This knowledge will allow the team to revise lessons and activities using research-based strategies to ensure students master concepts. As the data is drilled down to an individual level, teachers will assign students appropriate Acuity lessons based on individual needs and implement targeted instruction for interventions. As the year progresses the team will review growth reports to ensure students are reaching mastery of concepts and intervene with appropriate instructional strategies.

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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:

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.

In order to be successful academically students' emotional and physical needs must also be met. The Gideon School District has a high percentage of free/reduced lunch population. The school works cooperatively with local agencies and churches to meet these needs. The "Back Pack" food program provides food, for identified students, over the weekend and holidays to ensure that their physical needs are met. In addition, flyers and information concerning the local food bank are distributed to students and their families. During the monthly distribution through the food bank other family resource support is given; Assistance in filling out forms for Food Stamps, vision checks by local optometrist, distribution of school supplies, and other supplies such as coats, blankets, fans. Currently approximately 69 families are served through the local food bank. The local Women's Club provides food boxes at Christmas for needy families. The school partners by providing the facility for packing boxes and student club members as workers. The school also works with agencies such as DFS and DAEOC to communicate available resources and support to families. To encourage students to investigate careers, lessons and activities which highlight various careers are integrated throughout the curriculum. To make transition from the elementary self-contained classroom setting to the Jr. High setting students participate in end-of-the-year activities in which they are introduced to Jr. High staff, tour the building and meet with the counselor to discuss the daily routines and expectations for the upcoming year.

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

Participation rates for the local food bank and activities, backpack program, Christmas food box distribution and other community partnership activities will be reviewed annually. In addition an annual survey will be administered to identify further needs and resources. The school and community agencies will meet annually to review survey data and participation rates. Student attendance for those participating in the above activities will be monitored and evaluated annually.

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 work together to analyze MAP scores to determine areas of strengths and weaknesses. This provides direction for revisions in teaching/learning practices and information for RTI. Teachers also work together to review and analyze Acuity data. Growth Reports are used by teachers to monitor student progress over time. Class Analysis reports provide direction in adjusting teaching/learning strategies and activities and assist teachers in identifying specific concepts the whole group is having difficulty with. Individual student reports allow teachers to provide RTI instruction and monitor progress toward mastery of standards and adjust lessons/activities accordingly.

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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:

RTI will be utilized to provide student academic support. The Acuity System will provide teachers and staff a means to monitor and track student learning. Benchmark assessments will be given in the fall, winter and spring and are aligned with the Core Academic Standards. Utilizing this system teachers and staff will identify the strengths and weaknesses of each individual students and place them in the correct Tier I , Tier II or Tier III group. Tier I students will receive whole group instruction and are those students who are performing at grade level. Tier II students are those who have specific identified areas of weakness and receive an additional small group instruction within the classroom. Tier III students are significantly behind in concept and skill levels and receive more intense individual instruction. The Acuity system has the ability to allow teachers to assign additional instructional modules on specific concepts that have been identified through benchmark testing and to track individual student growth. In addition after school tutoring will be provided for those students requiring extra support. This is in addition to the Tier intervention during the regular school day. Information from Acuity testing will drive instruction providing guidance for developing and implementing targeted instruction for Tier work.

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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:

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

Job embedded high quality professional development is provided in a variety of ways to support learning. First, the Next Network provides support and resources to all teaching staff. This online network provides teachers with up-to-date information and guidance for the Common Core, Gold Seal Lessons aligned with the CCSS, Next Generation assessments for CCSS aligned with the Smarter Balanced Assessments, PD training through video casts, and information and training on the Rigor/Relevance Framework. This resource will be essential as transition to the CCSS is made. Second, the Network for Educator Effectiveness (NEE) system will be utilized to support and help teachers improve teaching practices and increase student learning. Trained administrators are able to become more effective instructional coaches and provide professional development that is targeted for each individual teacher. Third, an instructional coach provides mentoring, modeling, feedback and on-going support through weekly classroom sessions and meeting regularly with teachers to provide resources and assistance in planning instruction. Additional PD training to support implementation of research-based instructional strategies outlined in the district CSIP to ensure students master the Core Academic Standards will also be implemented. Professional Learning Community Teams will also be utilized to provide training and support as teachers improve teaching/learning.

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

In order to attract high-quality, highly qualified teachers to the district several measures are taken. Recruitment is done to secure teachers who are fully certified and have experience in working with students from high poverty homes. The district offers a competitive salary schedule with "step" incentives for those teachers who complete hours of further training through college credit. Teachers are provided with resource and job-embedded instructional support to retain high quality teachers. Opportunities for professional growth are offered to all teachers through a partnership with SEMO University. Teachers can obtain college credit at a reduced cost through on-site job-embedded training.

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:

Teachers will actively engage parents in the learning process by encouraging and inviting parents to participate in classroom learning activities.
 Teachers will create a variety of ways to encourage parents to participate in classroom learning activities. Some of the venues may include but not limited to the following; classroom newsletters to inform parents of classroom learning activities with a call for volunteers to participate, email communications requesting assistance from parents in the classroom and activities to do at home with their children, requesting parents to come to the classroom and read with children.
 School messenger, or a similar form of automated call system/social media manager, will be maintained to inform parents/community members of upcoming events.
 Reminders of learning events for reading nights, map nights, classroom learning activities involving parents, and other school/parent events will be sent via school messenger
 Parent Training Nights for mathematics and reading will be conducted at least once per semester

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

The Gideon School District will coordinate and integrate Title I funds with other funds including: REAP, Smalls Schools Grant, Prop C, Title II A, D, state funding, basic formula, Classroom Trust Funds, and local funds to provide support for all students. REAP Flex may provide movement of fund for Title V purposes if required. Funding will be utilized to support RTI Instruction, after-school tutoring, summer school, PD training and support, the Preschool program and resources, Title I teachers (Literacy coach and Preschool teacher) and materials/supplies to support these activities/programs.

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

A copy of the Title I Plans will be housed in each of the district offices: Central Office, High School Office and Elementary Office. The plan will also be provided through a link on the district's web page. At the request of a patron translated versions of the plan will be provided in a timely manner through Central Office. Parents and community members will be informed of where the plans may be accessed during the annual Open House held in the fall of each school term.

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.

Several steps are taken to transition preschool students into kindergarten. First, the district operates a preschool program designed to ready students for kindergarten. The preschool is housed in the same building as the kindergarten. Therefore, those preschool students and parents are familiar with the environment before entering kindergarten. In May of each school year a Preschool Screening and Kindergarten Screening is conducted. Children are screened by teachers and staff, parents also assisting in the screening. Children are introduced to their respective teacher for the upcoming school term and are familiarized with the school environment. The school collaborates with the local daycare providers to identify and ready students for entry to kindergarten.

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.

Preschool is an essential component of the school program. The preschool is housed in the elementary building in the same wing as the primary grades. Project Construct is the curricular vehicle utilized to help students master the skills and knowledge necessary to be successful as they move into kindergarten. The preschool instructor works closely with the literacy coach and primary teachers to ready preschoolers for the kindergarten program. The instructor participates in PD training activities provided to all teachers in the district to provide teaching/learning activities to support the overall program.

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