

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

ATLANTA C-3 (061150) - ATLANTA ELEM. (4020)

Team Members:	Betty Green	Federal Programs Coordinator	bgreen@atlanta.k12.mo.us	660-341-0548
	Josh Brummit	Principal	jbrummit@atlanta.k12.mo.us	660-239-4211
	Linda Wehner	Supplemental Math and Reading Teacher	lwehner@atlanta.k12.mo.us	660-239-4211
	Lyndsey Calhoun	Supplemental Reading Teacher	lcalhoun@atlanta.k12.mo.us	660-239-4211
	Courtney Garnett	Parents As Teachers Educator	cgarnett@atlanta.k12.mo.us	660-239-4211

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 Atlanta C-3 Title I Schoolwide Plan was developed by the Title I Supplemental Math and Communication Arts teachers, the classroom teachers at each grade level K-6, Parents as Teachers staff member, parents of students in grades K-6, and the Principal and Federal Programs Coordinator. On January 27, 2016, the Federal Programs Coordinator contacted the K-6 Title I Supplemental CA and Math teachers to develop a plan of action for the needs assessment and development of the Title I Schoolwide Plan. The Title I Supplemental CA K-3 teacher then met with the Supplemental CA 4-6 and Supplemental Math K-6 teacher on February 24 to begin the drill down process of data analysis. The results of this process were given to the Elementary Principal and the Title I Coordinator who met with the elementary teachers, Parents as Teachers staff member and parent representatives, on March 31, to review and prioritize the resulting strengths and weaknesses and determine interventions, goals and objectives for the plan. The Federal Programs coordinator then met with the Title I Supplemental teachers and the Principal, on April 6, to develop a comprehensive plan for the total instructional program in the school. On April 7, the finished plan was reviewed by the Principal who then submitted the plan to the Board of Education for approval, at their April meeting. The plan was board approved 4-20-16.

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 Atlanta C-3 School District evaluated programming and performance by analyzing assessment data from the Math and Communication Arts Discovery Education Assessment, Stanford 10, Rocket Math, WRAT, MAP, DRA and classroom assessments. The needs assessment also included analyzing results from Parent Surveys administered throughout the year, information gathered from the elementary teachers, Parents as Teachers staff member, Special Education teacher, at-risk incidence rates, the educational environment, and current education interventions at the elementary level. Our team met to review the obvious strengths and weaknesses identified in the needs assessment, the root causes, and possible interventions. The team prioritized the needs and developed goals and objectives to address the prioritized needs. Our plan will be reviewed and revised each year to address the needs identified in the annual needs assessment.

The data drill down process revealed the following:

Math Strengths Grades K-6

1. A greater number of our students show an average or above understanding of number sense with a significant increase in reciting and using math facts than students that are below state average.
2. A greater number of our students show an average or above understanding of patterns than students that are below state average.
3. This year our school has implemented the (enVision 2.0) K-6 math series that is common core aligned with a scope and sequence that provides continuity across grade levels. This series also includes resources that are research based.
4. The elementary continues to receive 100% on the Annual Performance Report.

Math Weaknesses Grades K-6

1. A small percentage of students are performing below state average on problem solving.

Communication Arts Strengths Grades K-6

1. A greater number of our students are reading on or above their current grade placement .
2. A greater number of students are scoring average or above on phonetic awareness.
3. A greater number of students are scoring average or above on literal comprehension.
4. The elementary has implemented a new book series, (Journeys Common Core by Houghton, Mifflin, Harcourt). This series provides a consistent spiraled curriculum across grade levels with research based instructional resources.

Communication Arts Weaknesses Grades K-6

1. All grade levels indicated a below average comprehension level with a definite weakness in the areas of writing, inferential comprehension on both fiction and nonfiction passages and vocabulary.
2. All grade levels indicate a below average performance in proper listening and thinking skills.

Pre-Kindergarten Math Strength

Data indicates a strength in the area of number sense.

Pre-Kindergarten Math Weakness

Data indicates a weakness in the area of shapes, sorting and grouping.

Pre-Kindergarten Communication Arts Strength

Data indicates a strength in letter recognition.

Pre-Kindergarten Communication Arts Weakness

Data indicates a weakness in rhyming.

Based on these findings the planning team hypothesized several root causes:

- Higher order thinking skills need to be encouraged.
- Staff need to implement intervention strategies based on data analysis.
- Teachers need to model comprehension and problem solving strategies in both communication arts and math.
- Math instruction needs to include more reasoning and problem solving skills.

Based upon this hypothesis, the following prioritized needs were determined:

1. Build the capacity of teachers to work collaboratively to analyze data and modify instruction with research based instructional practices including modeling alternative strategies.(CA & Math)
2. Utilize more researched based components of the new reading and math series. (CA & Math)
3. To improve proper listening and thinking skills in all students. (CA & Math)
4. To increase the reading comprehension level of students especially in the areas of writing, inferential comprehension on both fiction and nonfiction passages and using words in context.(CA)
5. To increase performance in problem solving including explanations.(Math)

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.

A tiered instructional support based on 3 levels gathered through benchmark assessments. Educators instruct the class as a whole group during Tier I instruction. All students are included in this instruction. Tier 3 students are found by calculating the lowest 1-2 achieving students per grade level based on benchmark assessments. These Tier 3 students are given one on one instruction for twenty minutes each day to support their intervention needs in the areas of Math and Reading. Tier Two students are 3-5 students that fall near the struggling mark based on our benchmark data. These students receive small group instructions in the area of Reading and Math 35 minutes per day to support their intervention needs. All other students receive enrichment instruction during this time to enhance physical education, health, social skills, music, math, and communication arts knowledge.

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

The district will utilize the Reading Recovery Program for grades K-3.

The district will utilize Supplemental Reading and Math teachers for small group and push-in instruction grades K-6.

Continuing professional development will be provided in research based strategies using data to drive instruction and evidence based strategies for higher order thinking, listening, comprehension and problem-solving.

The elementary teachers will participate in data team meetings with guidance from the RPDC.

The district will continue to implement more components of the unified reading curriculum grades K-6 (Journeys Common Core, Houghton, Mifflin, Harcourt).

The district will continue to implement more components of a unified math curriculum series grades K-6 (enVision 2.0, Pearson).

The Reading Counts program will continue to be used to provide individualized exposure and comprehension of supplemental texts.

Rocket Math- This program will be used daily, grades K-6, to reinforce basic facts and skills through practice and repetition. Each teacher will set quarterly goals for their students and intervention plans with the Supplemental Title I Math teacher. Assessments with the programs will be used to track progress and goals and communicate goals with parents and students.

Focus on the researched based problem solving strategies included in the elementary math series. In addition, implementing daily math problem solving strategies that will target higher order thinking. These strategies will include in depth modeling and transition into independent solutions and multi-step problems.

Additional classroom interventions include:

- Research based learning strategies will be used in grades K-6, such as learning styles, cooperative learning, and differentiated instruction.
- Daily Oral Math and Daily Oral Language will continue to be used (consistent series) in grades K-6.
- Journaling-Free response and writing prompts will be used to expand thinking/writing skills consistently.
- Word problems will be modeled daily.
- Reading Counts assessment will be used on a quarterly basis for all students grades 2-6.
- Vocabulary and dictionary skills such as using content clues to define vocabulary and student created notebooks, will be used on a weekly basis in grades K-6.
- Evidence based listening practices will be utilized cross-curricular every day.

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:

- Common Core Assessment
- Discovery Education Benchmark Testing
- Rocket Math Assessments
- DOL
- DOM
- Stanford
- WRAT
- DRA
- Textbook series assessments (Journeys Common Core)(enVision 2.0)

-
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:

- Tutoring by FTA and A+ students during the school day.

-
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 Atlanta C-3 School recognizes that students cannot do well academically if their primary needs are not addressed. Because of the high percentage of students who qualify for free or reduced priced lunch, the school has worked with community organizations and churches to provide weekend backpacks of food, clothing and supplies for students who need them. The school provides programs on Anti-bullying and works hard to make all students feel that they belong. The comprehensive model guidance program addresses behavior, relationship and career guidance. Our district Principal, Guidance Counselor, School Nurse, and Special Education Teacher work closely with DFS and Local Counseling Agencies when needed.

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

School attendance, behavior, participation in the designed activities will be reviewed quarterly. Student academic performance will be reviewed with 2-week grade checks and Deficiency and Failing lists. Parent/teacher contact is made with all students on this list. Teachers also keep a parent contact log with both positive and negative comment calls to parents each week.

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 elementary classroom teachers and the supplemental reading and math teachers will collaborate with the Elementary Principal, during an annual meeting, on decisions regarding using assessments to provide data, to improve the achievement of individual students and the overall instructional program.

Collaborative work with the RPDC to develop formative and summative assessments K-6.

Professional development activities include collaborative time for MAP data analysis and improvement plans for weak areas.

-
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 Atlanta C-3 School district uses Response to Intervention including regular systematic Discovery Education Assessments to monitor and identify student difficulties. This allows us to provide timely additional assistance in reading and math during the school day and with after school tutoring.

-
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

The Atlanta C-3 School District has monthly professional development on instruction and guidance for using data from running records and other assessments. Using results from our latest needs assessment and using data to drive instruction will be the focus of our professional development.

The district will provide continuing professional development in evidence based strategies for higher order thinking, listening, comprehension and problem-solving.

Utilizing current technology is a continuing focus of the district professional development.

The district continues to update curriculum based on the Missouri Learning Standards as part of ongoing professional development.

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

The Atlanta C-3 School District actively recruits and maintains highly qualified teachers with the needed skill and certificates. We do this by maintaining a competitive salary schedule and providing good benefits.

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:

Our district provides four meetings annually for parents focusing on activities that will strengthen math and communication arts skills in grades K-6. Pre-K parents are given a take home packet of activities based on kindergarten screening results. Our district also has a Parents As Teachers program that involves parents of preschool children.

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

The Atlanta C-3 School District will coordinate and integrate Title I funds with other funds including: Title II.A, Local funds, Basic Formula – State Monies, and the DESE CW Collaborative Grant to provide a seamless support system for all students. Using the Response to Intervention model, all students are 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.

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

The Title I Schoolwide Plan is available on the district website and copies are available in the Superintendent's office. District will provide language translations if needed.

-
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 Atlanta C-3 School provides a Kindergarten screening in the spring before students enter Kindergarten. Our district Parents as Teachers Staff, Kindergarten Teacher, School Nurse, Guidance Counselor, and other staff work together to screen students.

The Kindergarten teacher provides Kindergarten Camp for pre-kindergarten students within a few weeks of starting school. During this camp the incoming kindergartners are provided a tour of the building, classrooms, lunchroom, playground, library, restrooms, nurses office and administrators offices. Students learn bus safety and classroom procedures in preparation for entering the building ready to learn.

The Kindergarten teacher contacts area child care providers and pre-schools with information to encourage parents to attend Parent Involvement activities.

-
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.