

## Schoolwide Program Plan (Building Level)

**Implementation Year(s): 2016-17**

**SOUTHWEST LIVINGSTON CO. R-1 (059113) - SOUTHWEST LIVINGSTON CO R-1 EL (4020)**

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|---------------|---------------------|--|------------------------------|--------------|
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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.

Southwest Livingston Co. R-1 Title I and Parent Involvement Team

The team, made up of members listed in the Summary Section above, started working on a Schoolwide Title I Plan in January of 2015. Cinthia G. Barnes, superintendent, elementary principal, federal programs director heads up the team.

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.

Strengths of the school's current educational program include small classroom size, which results in low student-teacher ratios, students get more individualized instruction, school has good technology schoolwide, including wireless, SmartBoards in all classrooms, two computer labs plus each classroom has its own set of laptops, the elementary and secondary wings both have a cart of 20 iPads, teachers are constantly working on revising and aligning curriculum to the MO Learning Standards, classroom materials including textbooks are modern and aligned to MO Learning Standards, teachers are all highly qualified and most are working on or have Masters Degrees in their areas. In looking at the data, our strengths are that our Title I students are performing at the same level as our regular ed students; however, overall, the majority of our students are scoring at below basic and basic in mathematics and ELA, as well as science. When we looked at the data, we feel that our students should be performing at the proficient and advanced levels. Possible causes identified include teachers not fully understanding learning objectives and how to teach them, lack of pre/post testing of each objective to adjust instruction, not teaching at the highest level

Weaknesses. The district is very low socio-economically, with the elementary maintaining a free and reduced population that consistently hovers near 75%. Scores on the MAP in grades 3-6 are below state average.

Areas of need, prioritized with #1 being the highest need.

1. Raise student achievement to achieve a goal of 80% of students scoring proficient or advanced on MAP
2. Provide Title I services for students K-6 in a school wide setting, so students can rotate out and in of services as they master objectives.
3. Provide teachers with professional development in the areas of differentiated instruction and teaching higher order thinking skills, as well as writing quality curriculum and lesson plans.
4. All students will demonstrate mastery of key objectives through pre and post testing
5. Increase collaboration between school, title I, title I preschool, parents as teachers and literacy programs

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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

The school went through the planning stage with NWRPDC during the 15-17 school year. With a new p7-12 principal and several new teachers, the district repeated the planning phase during 16-17.

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

For the 16-17 school year, class periods have been set aside as RTI instructional times. In addition, elementary teachers will schedule RTI into their daily schedules in cooperation with the Title I teacher.

- 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:

DRA, Gates-McGinitie Reading Tests, STAR, Aimsweb. We are also discussing giving the Stanford 10 to the lower elementary students prior to the MAP tests, to get an idea of how they are doing on a national normed standardized test. Teachers also utilize pre and post tests in each curriculum area to assure SLO's are being met.

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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:

Tutoring is available from 7:30 a.m. until 8:05 by both certified teachers and A+ tutors. Tutoring is also available after school until 4:00 p.m. Southwest students are eligible to attend Chillicothe R-II summer school for four weeks each summer.

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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 has a school counselor to meet student needs and helps put families in touch with outside agencies when appropriate. The counselor provides college and career awareness and preparation to elementary students through weekly lessons. Although not served by our proposed Title I school wide program, our 8th graders spend a great deal of time working on career awareness and all students have the opportunity to visit and apply to go to Grand River Technical as Juniors and Seniors.

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

In addition to the MAP test, DRA, Gates-McGinitie Reading Tests, STAR, Aimsweb. We are also discussing giving the Stanford 10 to the lower elementary students prior to the MAP tests, to get an idea of how they are doing on a national normed standardized test. Teachers also utilize pre and post tests in each curriculum area to assure SLO's are being met. In addition, we will utilize student surveys, DESE Core Data, student grades, and VoTech grades.

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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 are involved in the drill down process and as a group we look at the information for the entire school. We involve the NWRPDC in helping our teachers interpret the data to improve instruction, specifically looking for gaps in instruction, trends in achievement or underachievement, problems with types of questions, such as constructed response, teaching at too low a level, such as recall. Data is used to guide instruction in each classroom.

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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 in the elementary grades will receive additional instruction in ELA from the Title I teacher in both push in and pull out setting, offering focused remediation on specific skills and objectives. The district is also offering RTI at all grade levels to assist students who are struggling in specific areas. The initial data drill down will occur in the fall so assistance can begin immediately early in the school year.

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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:

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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:

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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

Our teachers will receive professional development in curriculum and lesson writing development, as well as help to align the current MO Learning Standards to the newly written set we need to be testing to. Our elementary staff is also in the planning stages of RTI. Teachers are also involved in the SLO writing, setting goals for their individual classrooms.

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

We are a small rural district. We can't pay our teachers as much as our larger neighbors, so we focus on the beautiful rural setting, small classrooms and the ensuing ability to provide more individualized instruction to our students. As we become a better school, teachers who are after more than money want to come teach at our school.

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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:

Parents as Teachers, Head Start, Early Childhood Special education through the Chillicothe R-II school district, as well as our Title I and Title II programs, our Title I 4 year old program, First Steps and Special Ed Part B federal money.

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

The plan is on our website and has been sent home annually with student handbooks and forms.

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.

We are in one building, so the preschool room is steps from our elementary wing. Our preschool students are integrated for lunch and special activities with our lower elementary students. We work closely with HeadStart, the Chillicothe ECSE program and First Steps as students transition from one program to another. Our Parents as Teachers program is very beneficial in making this transition smooth. We coordinate special monthly activities that bring Title I, Parents as Teachers and the library together to host literacy nights for students and parents.

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.

A .5 FTE preschool teacher is hired to teach morning 4 year old preschool. She then is a .5 elementary Title I ELA teacher in the afternoons. We will not be adding anything, the school has operated a Title I 4-year-old preschool for many years.

Last Submitted Date: 04/28/2016  
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