

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

ST. CHARLES R-VI (092090) - BLACKHURST ELEMENTARY (4040)

Team Members:	Heather Scheetz	Federal Programs Specialist	hscheetz@stcharlessd.org	636-443-4030
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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.

Stephen Wilson – Principal
Brittany Chisenhall – Title I Teacher
Candice Settlemoir – Instructional Coach
Jenna Tate – Counselor
Amy Pieper – Remedial Reading Teacher
Christy Dalton – ELL Teacher
Katie Will – 4th Grade Teacher
Heidi Sikma – PTO/President and Parent

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.

Blackhurst Elementary school evaluated academic programming and performance by analyzing district assessment data, demographic data, and Missouri Assessment Program (MAP) results. The following data sources were used: district Teachers, College Reading Benchmarks, Building Achievement Level Report, Classroom Diagnostic Tools, Lexia for Reading, Dreambox for Math, district end of unit math assessments, end of unit cold writes and individual MAP results for students. As a

building, we constantly analyze our student achievement data. For the purpose of this document, we focused our analysis on at-risk students, educational environment implementation of high quality, research-based instruction, district benchmark assessments (Teacher College Benchmarks) data and MAP results for the previous years. Current Instructional practices were discussed including flexible grouping for math and reading during built in intervention blocks across the grade levels, ongoing process of grade level SMART goals in both reading and math to guide differentiated instruction and Leveled Literacy Intervention (LLI) as a tier 3 intervention for RTI.

Data Drilldown Process:

The data drilldown process revealed that we are continuing to make gains in math and reading as determined by Dreambox for math and district TC Reading Benchmarks. In January, our overall building was at 60% K-4 at or above grade level determined by Teacher College Benchmark. In math using Dreambox, we have 63% of our students have shown growth since August to April. Each month, we are showing a 7%-13% growth on grade level standards.

Blackhurst Elementary MAP Data over the past 3 years

3rd Grade ELA

	2012-13	2013-14	2014-15
ADV	15.7	11.9	31.0
PROF	31.4	20.9	34.5
BASIC	49.0	59.7	27.6
BELOW BASIC	3.9	7.5	6.9

Blackhurst Elementary MAP Data over the past 3 years

3rd Grade MATH

	2012-13	2013-14	2014-15
ADV	13.7	4.3	5.2
PROF	39.2	33.3	32.8
BASIC	47.1	53.6	36.2
BELOW BASIC	0.0	8.7	25.9

Blackhurst Elementary MAP Data over the past 3 years

4th Grade ELA

	2012-13	2013-14	2014-15
ADV	9.3	8.3	38.6
PROF	30.2	27.1	18.6
BASIC	55.8	62.5	25.7
BELOW BASIC	4.7	2.1	17.1

Blackhurst Elementary MAP Data over the past 3 years

4th Grade MATH

	2012-13	2013-14	2014-15
ADV	2.3	0.0	11.3
PROF	32.6	25.0	26.8
BASIC	58.1	64.6	32.4
BELOW BASIC	7.0	10.4	29.6

Staff will continue to implement instructional practices in the classroom. Students who have continued to be enrolled at Blackhurst from Kindergarten through 4th grade, which is about 50% of our total enrollment, have shown tremendous growth from the experience of consistently being attending the school from K-4th. We have a large transient population which makes it a challenge when students come in considerably below grade level. Staff continues to focus on special groups such as SPED, Free/Reduced and our ELL Population. Many of our students have lack of exposure with basic vocabulary and basic knowledge of concepts.

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

1. Blackhurst has a high transient population which contributes to the fluctuation of scores.
2. In the past three years, staff turnover in the building has been high which creates the need for training in curriculum to occur thus affecting test scores.

3. The lower socioeconomic status of our student population has increased. Also beyond academic Blackhurst understands that each child's social/emotional needs need to be met in order for a child to be at an optimal learning state.

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 2011-present

- Schoolwide Positive Behavior Support. Date of implementation

September 2011-present

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

Students in grades Kindergarten through 4th grade will receive core instruction including intervention and enrichment; differentiating the needs of every child. Everyday a 30-40 minute block is scheduled in all grade levels where students are able to have Response to Intervention. During that block time, students are organized into strategy groups that are created every six weeks to help reach student individual needs. In the block of time students either receive math, ELA or enrichment instruction. Teachers use research based strategies and document student performance. Across the grade level, teachers are supported by other grade level teachers, interventionists, SPED Teachers, ELL Teachers, Title Teacher and Remedial Reading Teacher.

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 Missouri Learning Standards and grade level proficiency scales. Teachers will use Teacher's College running record benchmarks in addition to Lucy Calkins' Reader's and Writer's Workshop Units of Study, Words Their Way, and Everyday Mathematics. Student work and assessments will be reviewed monthly to ensure each individual student has one year's growth in one year's time.

The Instructional Coach will provided 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 standards.

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

Instructional Strategies will focus on Marzano's book, Classroom Instruction that Works, Mosaic of Thought, Jen Serravallo's Literacy Playbook and The Reading Strategies Book, and Forbes' Help for Billy. Blackhurst will continue to work toward Lighthouse Status with The Leader in Me program. Teachers will continue to do professional development with Education Plus through the Collaborative Work grant. Standards based grading will align with Missouri Learning Standards and grade level expectations. Teachers will continue to instruct students on how to set and track goals aligned with grade level standards. A school wide positive behavior support program, in addition to character education, will teach student expectations and personal development. Technology intervention programs will be utilized for math and reading. Discipline data will be monitored 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 student led 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.

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:

4. Teachers College Running Record Benchmarks, Math end of unit common assessments, Lucy Calkins cold writes and 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 learning gaps and provide summer reading 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 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 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 collaborate to develop and use data from common assessments and benchmarks to drive instruction. Data Teams, both horizontal and vertical days are used at the school regularly. End of year achievement targets for the grade/building are reviewed regularly to ensure each student is on track to meet the end of year standard or make one year's growth. Schools use Title I funding to hire additional 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, parents 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.

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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:

Translator services provided as needed.

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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

Teacher teams are sent to on-going district Marzano trainings on researched based instructional and assessment practices. Teachers present information from trainings to faculty for building implementation. Teachers will continue to do professional development with Education Plus through the Collaborative Work grant. Teachers will complete a professional growth plan (PGP) each year which requires teachers to do independent action research regarding student growth or best teaching practices. Teams meet weekly as a professional learning community (PLC) to look at student work, data, and to plan instruction. Principals and instructional coaches meet monthly with data teams to review individual student progress in math and communication arts to set goals to help struggling students. Staff will continue to work with Instructional Coach on implementing communication arts curriculum and mental math strategies for students. Instructional Rounds will be utilized to allow teachers opportunity to observe colleagues. Early release days and faculty meetings will be used to provide professional development around district initiatives such as: standards based grading, writing and scoring assessments, and high quality instructional practices. On-going release time will be given to teachers to work with the instructional coach to plan lessons around student data, Missouri Learning Standards, and grade level proficiency scales. Teachers will continue to be encouraged to apply for and attend professional development workshops that align with district initiatives. The leadership team, including principal, instructional coaches, and selected teachers will receive training on best practices for leading school change and any other areas pertinent to their job.

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.

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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 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.