

# Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

ST. CHARLES R-VI (092090) - COVERDELL ELEM. (4045)

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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.

- a. Annette Hill, Principal
- b. Leslie Spears, Instructional Coach
- c. Lauren Payne, DPDC representative
- d. Michelle Taggart, Kindergarten Teacher
- e. Jack Hall, Grade 1 Teacher
- f. Marietta Reisinger, Grade 2 Teacher
- g. Beth Wehmeier, Grade 3 Teacher
- h. Julie Dreher, Grade 4 Teacher
- i. Tina Franklin, Special Education Teacher
- j. Kim Elder, Title I Teacher
- k. Molli Lindquist, Parent

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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.

Based on MAP results, Teacher's College running record benchmarks, and WIGs (Wildly Important Goals), the school needs to maintain overall upward growth in math and reading.

MAP 2014 Scores

ELA - 59.0%

MA - 63.2%

MAP 2015 Scores

ELA - 75.7%

MA - 68.0%

Below are percentages of students who are scoring at or above grade level based upon the Teacher's College Benchmarking for marking periods noted.

Grade	March 2016
Kindergarten	56%
Grade 1	65%
Grade 2	70%
Grade 3	71%
Grade 4	56%

Based on these findings the planning team hypothesized root causes:

1. Math has been a building goal for numerous years on the MAP test. We didn't show as much improvement this year in Math as we did in Communications Arts. The team believed that there are specific areas in weakness in the Everyday Math curriculum and in student understanding/performance on certain skills.
2. We have experienced success with setting a goal for 85% of our students to make one year's growth when comparing their beginning of the year Teacher College benchmark to the end of the year
3. Attendance is an issue for our building. Last year 89.6 % of students were at school 90% of the time.
4. Coverdell has a high transient population which contributes to the fluctuation of scores.
5. Behavior can become disruptive to academic needs

Based on each hypothesis, the following prioritized needs were determined:

1. We agreed that math should remain a building goal. Each grade level chose their greatest area of concern for math. They set PLC goals, explained why they chose them and how they would be measured. We agreed to use Connect Ed and other math technology resources to reinforce math concepts.
2. Our plan was to meet our reading target for the second year in a row. If we are successful we will raise our goals for student level of achievement for the upcoming year.
3. We were close to meeting our building goal the state goal for attendance, but continue to strive for the 90% mark. using: monthly perfect attendance buttons, a trophy for grade level highest attendance, popsicles for the class at each grade with the highest perfect attendance percentages each month, attendance buddies incentive plan for students who were identified as having less than 90% attendance, letters to parents regarding attendance, etc.
4. We are working to evaluate student performance on data days and change Title 1 and Remedial Reading groups to provide intervention and small group tutoring for new students at Coverdell.
5. Teachers need to continue to identify strategies and interventions to support behavior. Behavior care teams meet as needed to work toward behavior solutions. Additional mentoring and counseling is provided through out of district resources.

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 2008- present

- Schoolwide Positive Behavior Support. Date of implementation

September 2009-present

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

Students in grades Kindergarten through fourth grade will receive core instruction including intervention and enrichment; differentiating the needs of every child. Students will receive daily communication arts instruction aligned with Lucy Calkins' 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, writing assessments, Words Their Way assessments, and Everyday Mathematics common assessments. Student work and assessments will be reviewed monthly at five data meetings throughout the year to ensure each individual student has one year's growth in one year's time.

The Instructional Coach will provide job-embedded training and accountability around core instruction so that the majority of students are on grade level from the homeroom teacher. Intervention specialists will provide small group instruction to students struggling to meet standards. In addition, students will be setting and tracking goals aligned with grade level standards.

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

In addition there is a building wide instructional period for 25 min. each day in which all students work with students in small groups on areas in which additional instruction is needed. This is called Tribe Time. Instructional Coaches, Instructional Strategies will focus on Marzano's book, a book study will be focused on Literacy Teacher's Playbook by Jennifer Serravlo, and additional book studies will focus on behavior and attendance. 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. Schoolwide character education, will teach student expectations and personal development. 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 parent-teacher conferences.

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

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4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

- List the high-quality student academic assessments:
- Teacher's College running record benchmarks
  - Everyday Mathematics common assessments
  - Lucy Calkins' Cold Write writing prompt assessments
  - 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:

A school day academic intervention time (Tribe Time)

- i. Students receive daily, small group instruction in areas they are struggling to help close learning gaps.
- b. Summer programs and opportunities
  - i. The summer library program is provided in order to prevent students from regressing during the summer months.

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6. Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include –

- (aa) counseling, pupil services, and mentoring services
- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
- (cc) integration of vocational and technical education programs.

Coverdell understands 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 and minority populations, the school collaborates with community organizations to assist families with basic needs. 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 through OASIS and partnerships with Lindenwood University. 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.

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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 monthly. Partnerships and community involvement will be reviewed annually.

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8. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program.

Teachers collaboratively work to develop and use data from common assessments and benchmarks to drive instruction. A building assessment calendar has been developed. Data Teams, both horizontal and vertical are used at the school regularly. End of year achievement targets for the grade/building are reviewed regularly to ensure each student is on track to meet the end of year standard or make one year's growth.. Our school uses Title 1 funding to hire interventionists to support student 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 and PLC process include regular assessments and monitoring based on determined curriculum assessment schedules. Additional services and interventions provided are based on individual results. Students and teachers understand these processes and immediate support for students is based on the needs identified. Interventions/enrichments for all students are provided daily. Coverdell 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:

Parent-Teacher conferences  
b. Detailed explanation sent home to parents  
c. 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:

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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

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 math strategies for students. Early release days and faculty meetings will be used to provide professional development around district initiatives such as: assessment, goal setting, 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.

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

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

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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:

- a. Parents are involved in planning activities (PTO)
- b. Parents are involved in implementing and evaluating activities (Title I survey)
- c. Parents are involved in school decisions (PTO)
- d. Parents are provided with meetings and notifications concerning student progress (Parent- Teacher Conferences and Care Teams)
- e. Other steps the building will use:
  - i. Parents will have regular communication concerning standards based grading and student proficiency expectations. Coverdell will strive to have 100% attendance at conferences, and receive feedback once a year through a parent survey on topics such as school events, communication, and student learning.

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

The district coordinates and integrates Title IA funds with other funds including: Title II, Title III, Title ID, SPED, homeless set a side 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.

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 provide a copy of the School Wide Plan at the Beginning of the Year Title Family nights which happens at the beginning of the school year.

18. **VI. Preschool Transition**  
 Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

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

Program Goals and/or Objectives:

The goals of the program are to:

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

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

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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.