

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

MOBERLY (088081) - GRATZ BROWN ELEM. (4020)

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	Kim Mellinger	Parent		

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.

Parisa Stoddard--Assistant Superintendent Curriculum and Instruction
Tara Link--Federal Programs Coordinator
Angie Doss--Gratz Brown Elementary Principal
David Samuel--Gratz Brown Elementary Asst. Principal
Carrie Thompson--Title I teacher
Tessa Rivera--Title I teacher
Janene Mathis--Title I teacher
Cheryl Gibbs--Parent
Bonita Smith--Parent
Paula Coon--Parent
Kim Mellinger--Parent

The above planning/review team meets formally twice a year to develop a comprehensive plan for the instructional program in the school (August) and review the plan and needs assessment data (May).

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 MSD gathered a group of relevant stakeholders to guide the improvement planning process. The stakeholder group (CSIP committee) included administration, teachers, students, and parents. This group of concerned stakeholders chose to take responsibility for guiding the improvement planning process and the implementation of the plan. The group used the following data to base its decision-making for the improvement plan: State Special Education Profile; MAP data, disaggregated data, and local district data: STAR Reading and Math, Developmental Reading Assessment (DRA) for K-5, benchmark, as well as various progress monitoring tools. All other district plans--Title, Technology, Perkins, etc.--are written and implemented in accordance with the CSIP.

The first step was to identify what indicators were not being met in the district. Trends were identified in the area of English Language Arts and Math MAP data. The team considered subgroup performance and curricular alignment supported by the MLS. In this drill down methodology we found a need for improvement in both the content areas. While the achievement levels in 3-5 ELA and math showed improvement, the analysis determined the district was making progress in student performance but not moving enough kids from basic to proficient. MSD was making enough progress to maintain an approaching level of performance in ELA and Math on the APR. From the analysis of this data, the following priorities were determined to be implemented: 1. Provide training for the implementation of research-based reading and math instructional strategies through a systematic instructional support system (Rtl), utilizing appropriate technology; 2. Continue to build the capacity of teachers in the use of data driven instruction/data teams to develop and implement intervention strategies that will address individual student needs; and 3. Use formative assessment data to implement instructional improvements. MSD worked closely with the Northeast RPDC on the CWG to make sure our teachers were using best practice in instruction.

Based on the data review and after much discussion, the group determined the Professional Learning Community model would continue to be implemented throughout the entire district. The MSD completed the PLC training in 2012. This model will be further enhanced so it can be used to enhance the district's culture of teacher collaboration and data-driven instruction. We continue to focus on Professional Learning Communities and are sustaining it through additional professional development.

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

2009-2010 beginning year of implementation Gratz Brown has been recognized as an Exemplary PLC School--2012-2013.

- Schoolwide Positive Behavior Support. Date of implementation

2014-2015 Gratz Brown has recently been awarded the Gold Level recognition for their successful implementation of PBS.

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

3-5 students are given additional instructional support in ELA and math through Rtl blocks. Student data is reviewed using a combination of assessment methods--STAR Reading/Math, DRA results, MAP data, and common assessments at the grade-level.

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

Gratz Brown has been a part of the Collaborative work grant for the past 5 years. We have worked to increase our knowledge on how to best us data teams and how to use best practice in the classroom.

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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:

Developmental Reading Assessment (DRA)
STAR Reading--progress monitor
STAR Math--progress monitor
Common assessments
Envisions Math assessments
Student Learning Objectives

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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:

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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 Moberly School District strives to provide for the "whole child" (social and emotional needs) so the academic goals for students can be met. Because of the district's high F/R Lunch percentage (64%), several partnerships have been formed to meet our students' needs--Central Missouri Food Bank and local donations provide food for the Back Pack program; Big Brothers Big Sisters provides mentors for students; and MHS A+ Tutors, provide assistance in the elementary buildings. The schools provide support through the use of results from Positive Behavior Supports (PBS), CARE Teams, and through the implementation of the Missouri Model Guidance curriculum.

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

At the 3-5 building, the primary assessment measures used to determine if student needs are met include: Developmental Reading Assessment (DRA) scores, STAR Reading and Math progress monitoring scores, common assessment in literacy, and Envisions Math. Other measures of student progress include: attendance, PBS tiered interventions.

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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.

Collaborative Learning Time (CLT) occurs every Monday morning for one hour, district-wide. During this time, teachers work in grade level/subject area teams to analyze various types of assessment data and make instructional decisions related to individual students or classes as a whole. Our staff focuses on student learning objectives to help measure student growth and guide instruction. Additional time to analyze data is provided to teachers through common planning periods, grade level planning periods, or team planning periods.

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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:

The Moberly School District uses a systemic approach to provide all students with additional instruction needed to master the Missouri Learning Standards (remediation or enrichment) through the use of Response to Intervention. Time is allotted during the school day at all levels to provide this instruction. Students are bench-marked and progress monitored in all buildings using the STAR Math and Reading on-line assessments along with common formative assessments to determine appropriate placement during RtI. Additional instruction for K-5 students in Reading and math is provided in our after-school tutoring program which runs from October through April, two days a week.

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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:

STAR Reading and Math results are provided to parents during benchmark windows.

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

In order to ensure all children meet Missouri's Learning Standards, all teachers are engaged in professional development addressing Professional Learning Communities, Positive Behavior Supports, Response to Intervention, Differentiated Instruction, effective technology integration (iPad/tablets, e-readers, audio enhancement, clickers, etc.) and content-area specific programs to address the needs of the "whole child."

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

The Moberly School District seeks to hire the most highly-qualified teachers to provide effective instruction to all students. In the hiring process, candidates are screened first for appropriate certification, then prior experience in the position (if possible). The MSD offers a competitive salary and benefits package to employees and provides first and second year teachers an excellent beginning teacher assistance program through the S.H.I.N.E. program (Supporting, Helping, Inspiring, New Educators).

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:

Parents are also encouraged to participate/serve on various school and district-wide committees.

Our building provides at least one parent involvement activity 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 Moberly School District utilizes funds from many sources to provide a comprehensive educational program for all students--Local, State, Title I.A, Title II A., Title VI.B, Special Education, etc. Utilizing the Response to Intervention model, all students are provided appropriate interventions/enrichment based on individual student data. Processes are in place to progress monitor/benchmark student progress, analyze student growth, and alter instruction according to the data.

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

The Schoolwide Program Plan will be posted on the building's page located on the District Web site (www.moberly.k12.mo.us), in the building offices, and upon request, will be provided in a translated version.

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.

Not applicable

Gratz Brown provides a transition opportunity for the incoming 2nd graders and outgoing 5th graders every spring to acclimate students to their new surroundings and teachers. A 3rd grade transition opportunity is hosted for parents at the beginning of school each year. The Schoolwide Title Program is discussed at this meeting.

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.