

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

CHADWICK R-I (022088) - CHADWICK HIGH (1050)

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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.

Administrators, teachers, and parents will meet before school starts on to look at and possibly modify the Parent Involvement Policy and Plan. We will also look at Title I documents, such as student/parent/teacher compact and the parent survey for evaluation. The committee will discuss Title I activities planned throughout the school year, along with other activities that allows parents and community members to be involved. The committee will meet in April to review the year of activities and procedures to determine if changes need to be made for next year. A needs assessment will be a topic of discussion, as well.

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 Chadwick School District evaluated academic performance by analyzing local assessment data and Missouri Assessment Program (MAP) results. The following data sources were used: MSIP V Annual Performance Report, MSIP V APR Supporting Data, building Content Standard Summary, building Achievement Level Report, individual MAP results for students, DRA, and local assessment data. The group analyzed the special education, the educational environment, district benchmark assessment data, and the MAP results for the past several years. According to the 2015 MAP results and the 2015 Annual Performance Report, the Chadwick School District (CSD) earned 56 of 56 total points, resulting in 100% for overall academic achievement on the APR. ELA, math, science and social studies all received 100% of total points. Subgroup achievement includes both free/reduced students, as well as students with disabilities. Subgroup achievement received 12 of 12 total points, resulting in 100% for the APR, as well. Subgroup scores for 2015 were slightly higher than those of 2014, while ELA, math, and science, percentages remained the same when comparing the 2015 to the 2014 APR.

Attendance for Chadwick High School received 10 of 10 total points, or 100%. Based upon the current building needs assessment, the following needs we established:

- Use data to drive instruction to improve academic performance of elementary students in communication arts and math, but more importantly, in science.
- Use data to drive instruction to improve academic performance of IEP elementary students in communication arts and math
- Teachers need to identify specific interventions to address the needs of students struggling in reading and math, which would allow for support teachers to work with their students in the regular education classroom and increase students' time in the regular education environment.

Strengths

- The average daily attendance rate for CHS is at 100%
- Achievement has improved
- Curriculum Development is on-going with alignment to the current standards
- District focus on teaching and learning with strong collaboration
- Data driven decision making
- The level of community support for Chadwick Public Schools is strong with the community having high expectations.
- The district has a process for collection and analysis of data to help identify strengths and concerns.
- Advanced technology with smartboards in most every classroom and one-to-one student computer ratio

Needs

- Achievement needs to continue to improve
- Continue PD in curriculum development and provide teachers with needed resources to meet the needs of diverse learners.
- Continue collaboration between administration and teachers
- Continue focus on reducing the achievement gap by reviewing data
- Continue with strong community partnerships and school programs
- Streamline the data collection process to provide more efficient data
- Continue to provide high quality PD for teachers
- Continue to upgrade technology 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

Schoolwide Positive Behavior Support. Date of implementation

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

The Chadwick School District will implement tiered instructional support beginning with whole group instruction, followed by pull-out for small group instruction, and possibly one-on-one instruction for struggling/at-risk students. Grades 5 and 6 are scheduled in approximately 30 minutes per day RTI time in math and ELA, in which struggling students are provided remediation and non-struggling students are provided enrichment activities.

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

An after school program gives students an opportunity for additional assistance and homework help. Individual tutoring, aside from the afterschool program is provided at parents request, or teachers request.

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:

EOC, Curriculum/textbook assessments, Curriculum aligned benchmark assessments

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:

summer opportunities offered for credit recovery for targeted students

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 Schoolwide Program supports the entire educational program of the school. The plan identifies ways to help all students become successful. This includes providing services in addition to support for Communication Arts and Math instruction.

The Chadwick High School 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 works with community organizations and churches and has adopted a Chadwick Care to Learn Program to provide backpacks of food and supplies for students who need them. An afterschool program at no cost, with a free supper provided, gives students in need an evening meal and additional instructional assistance. Supplemental counseling and support beyond what is provided by school counselors in scheduled guidance classes is offered by the school counselor on an as-needed basis. Students who require support beyond the level provided by the school are referred to the local Department of Social Services Family Support Division.

The school provides career information and exploration including interest inventories, and encourages all students to realize they are able to succeed through the MO Connection Program. The school also works with the Middle School to prepare students for success as they transition from self-contained classrooms to new teachers, lockers, class schedules, hallway pass-time and new expectations.

College and Career Readiness Programs are offered to students to prepare them for scholarship applications and college admission procedures by the school counselor.

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

School attendance, behavior, and student academic performance will be reviewed quarterly. State assessments are reviewed annually. The Title I program is evaluated 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.

- Common curriculum chosen by a teacher/admin committee with built-in assessments throughout the elementary, grades K-4, and 5-8, and 9-12
- Vertical teaming
- Teacher in-services/workshops
- End of year achievement targets for grade levels/building
- Required Pacing guides with assessments included for every class per every teacher
- Small student and teacher population allows for daily ongoing communication directed towards individual targeted students by multiple teachers and admin.

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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:

- Title I supplemental instruction, including push in, pull out, and whole group instruction
- Daily scheduled RTI instructional time
- periodic assessments and monitoring in the regular education classroom
- No cost after school program
- after school tutoring

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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:

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

While professional development is not funded with Title money, on-going high quality pd is provided throughout the school year to improve instruction and academic performance of students:

- SWRPDC
- RCET
- Conference professional development provided by Mark Twain Conference
- Local PD including speakers, webinars, and local expertise

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

- District practice of checking teacher qualifications prior to assignment of classes
- active recruiting of teachers with needed skills and certificates
- competitive salary schedules and benefits based on school size
- actively strive for teacher retention through positive school environment practices

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:

The Chadwick High School will coordinate and integrate Title I funds with other funds including: children with disabilities, homeless students, local funds, to provide a support system for all students. 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. The school district/building will provide professional development opportunities through state and local funding.

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

Plans will be available to parents via:

- Student handbooks
- District website
- Title I Beginning of the Year Informational meeting

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 Preschool Program is not part of the high school program.

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.