

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2013-14 - 2015-16

ODESSA R-VII (054041) - ODESSA UPPER ELEM. (4060)

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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.

Abby Volmer-Director of Federal Programs, Debbie Schweikert-Building Principal, Daniel Armstrong-Assistant Principal, Dr. Mary Chittim-Reading Intervention Specialist/Literacy Coach, Nancy Fallman-Reading Intervention Specialist, Christina McCord-parent, Katherine Jensen-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.

Odessa Upper Elementary provides instruction to third grade, fourth grade, and fifth grade students. Odessa Upper Elementary evaluated the academic programs and student achievement by examining local assessment and demographic data, Missouri Assessment Program (MAP) results, and Scholastic Reading Inventory (SRI). The following data sources were used: building Annual Performance Report, building APR supporting data, building Content Standard Summary, individual MAP results for students, and local Beginning-Middle-and End of the Year assessments in reading using the SRI. Longitudinal disaggregated data were analyzed. Data were examined by looking at the overall student population and students that were a part of subgroups which included students who qualify for free and reduced lunch and students receiving special education services. Current reading interventions used by Odessa Upper Elementary staff were discussed.

The data analysis process revealed that the proficiency rate for all students and the subgroups of students at Odessa Upper Elementary was at an approaching proficiency target level in English Language Arts but showed consistent growth. The 2015 OUE English Language Arts (ELA) APR total student data showed a Normal Curve Equivalent (NCE) of 57.8%, 12.5% up from 45.3% in 2014. The APR English Language Arts data from OUE subgroup students was at 59.8%, showing a gain in the NCE of 18.6%. The status level of ELA, however, remained at Approaching. Proficiency levels of total OUE students on the 2015 MAP test in ELA was at 61.7%, up from 47%, showing an increase of 14.7% from 2014. The OUE Free and Reduced (F&R) subgroup proficiency level on the same test was at 56.6%, up from 37.3%, showing an increase of 19.3% from 2014.

Analysis of MAP ELA data for students in the Special Education subgroup indicates that 26% of these students were at the advanced or proficient level at the end of the 2015 year, showing a 15% increase from 11% proficiency in 2014.

According to SRI overall OUE student proficiency reports, 67% of students are reading at proficiency levels. Third grade students show 64% reading proficiency, fourth grade students show 65% reading proficiency, and 5th grade students show 74% reading proficiency.

Overall Title I.A. focus groups report 10% of students reading at proficient or advanced levels. Third grade Title I.A. students show 17% reading proficiency, fourth grade Title I.A. focus students show 14% reading proficiency, and 5th grade Title I.A. focus students show 0% reading proficiency.

In a longitudinal growth analysis of SRI reading scores, 80% of third grade students have shown growth, 88% of fourth grade students have shown growth, and 80% of fifth grade students have shown growth.

Title I.A. focus groups have shown growth in reading. In third grade 100% of students have shown growth, 100% of fourth grade students have shown growth, and 93% of fifth grade students have shown growth.

A summarization of the data shows that students in both overall population and subaroup population are making longitudinal progress on ELA and reading

comprehension assessments. The growth rate of the subgroup data is generally higher than the growth rate of the overall students in a majority of the assessments. However, the subgroup data continues to show a lower proficiency performance rate than overall student performance rate.

Based on the findings, the planning team hypothesized multiple root causes for the performance gap differences. The team determined that the higher growth rate in subgroup data above overall data was based on the application of intensive interventions both in the pull-out and push-in Title I.A. instruction. Highly qualified specialists supplement instruction for those students with the greatest literacy deficits. The root cause underlying the gap in performance rate between overall students and the subgroup population reflects a high percentage of Low Socio-Economic Status (LSES) students determined by those receiving Free and Reduced Lunch. Odessa Upper Elementary LSES student population is 57% as compared to the state average of 51.7%. Additionally, due to budget constraints, there has been a decrease in Odessa Upper Elementary professional development in the area of literacy for both reading specialists and classroom teachers.

Based on the root cause analysis, the following prioritized needs were determined:

1. Build the capacity of teachers to more deeply analyze individual, classroom, grade level, and building-wide data. Provide teachers time to collaboratively analyze the data and determine appropriate interventions to address performance gaps.
2. Increase professional development for reading specialists and new and veteran staff; increase collaboration time between staff members.
3. Increase professional development for classroom teachers through the modeling and co-teaching components of the push-in model of Title I.A. reading specialists.
4. Continue implementation of research-based differentiated instructional strategies and reading strategies through a systematic method in a tiered instructional support system.
5. Build the capacity of appropriate reading materials to support differentiated student reading instruction.
6. Increase parental involvement in students' reading lives both at school and at home.

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

During weekly collaborative team meetings, Odessa Upper Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. Data will be disaggregated by grade level, free/reduced lunch, minorities, students currently receiving intervention support, and students receiving special education services. Content Standard Summary results and MAP Item Analysis are reviewed at the building level, individual level, and subgroup level. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Strategies Team (IST) will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Time each day for supporting students will be built into the Master Schedule of the building.

If classroom interventions do not meet the needs of the student, Title I.A. pull-out/push-in groups will be formed based upon student needs. This support will supplement regular classroom instruction.

☐ Schoolwide Positive Behavior Support. Date of implementation

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

Literacy interventions are structured within a tiered framework.

Tier One: The Intervention Strategies Team will meet with the classroom teacher to analyze student data and develop a plan for appropriate instructional interventions. Monthly professional development around research based literacy strategies will be provided to classroom teachers. This professional development will be set within the context of Literacy Team PLCs and lead by a highly qualified reading specialist. Grade level collaborative teams will reflect on the effectiveness of implemented practices and adjust instruction if needed.

Tier Two: Students who are not responding to Tier One instruction will be supported by push-in/pull-out instruction provided by Title One teachers. This instructional time will be in addition to classroom literacy instruction.

Tier Three: Students who are not responding to Tier Two instruction after two to three data point analyses, will have data returned to the Intervention Strategies Team. The Intervention Strategies Team, in collaboration with the classroom teacher, may refer the student for evaluation by the Special Education Team. A student qualifying for either Special Education or a 504 plan will be identified as a Tier Three student and will receive specialized instruction based upon their Individual Education Plan or 504 plan.

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

In order for students to become self-regulated learners, the following research based interventions, through the use of teacher modeling and scaffolding, will be implemented in Tiers One and Two.

Provide instructional text; Preview text by predicting and locating specific words in text; View pictures and text features to support meaning; Scaffold problem solving by providing appropriate prompts to support the use of meaning, syntax, or visual cues; Provide appropriate prompts to self-monitor or cross check all cuing sources; Provide specific instruction in the orthographic system by making and breaking words with magnetic letters and using sound boxes during writing; Use onset and rhyme and analytic phonics; Provide opportunities to respond to reading through writing by using assisted writing for practice with noticing details of words; Enlist close reading strategies to build comprehension; Utilize repeated readings to build fluency; Model comprehension strategies such as visualization, rereading, determining importance, predicting and confirming outcomes, making connections; Use graphic aids to organize thinking; Implement supervised peer discussion

Title One Sources

Leveled Literacy Instruction

Guided Reading with leveled books

Words Their Way

Guiding Readers and Writers Grades 3-6

Making Meaning

Being a Writer

The Next Step in Guided Reading

Mosaic of Thought

Marie Clay theories and practice

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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:

Odessa Upper Elementary will use results obtained from the MAP test, Benchmark Assessments, Scholastic Reading Inventory, running records, writing prompt data, local common assessment results, and the CBTE-Terra Nova. These formal and informal assessments will be administered throughout the school year. Data from informal and formative assessments will be recorded and analyzed by classroom teachers and support staff as well as the Intervention Strategies Team. During collaborative team meetings student work will be examined and instructional plans designed. Literacy Team Meetings will be held monthly to provide ongoing professional development with regard to instructional strategies and student progress focused on reading and writing curriculum. The Intervention Strategies Team will also use the data to identify strategies for supplemental instruction. After multiple instructional opportunities, the Team will reconvene to determine whether the strategy was successful and determine if any additional intervention strategies are needed. The data will also be used to develop flexible targeted groups of students who can be a part of either a Tier 1 or Tier 2 Intervention.

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:

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.

Each student's essential needs beyond classroom instruction must be met. Because of the high percentage of students who qualify for free and reduced lunch, the Odessa Upper Elementary works closely with local churches and community organizations to provide backpacks of food and supplies to those students in need. The school social worker develops close relationships with many families to encourage school attendance and serves as a liaison for various community outreach efforts. Odessa Upper Elementary also maintains a relationship with the Brighter Futures consortium that works to provide mental health therapy to students of families with limited insurance and transportation availability. Academic support for historically underserved populations is provided through Title One focus groups, tutoring, summer school, and co-teaching classrooms.

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

School attendance, behavior, and participation in designed outreach programs will be reviewed every six weeks. Partnerships with the Brighter Futures consortium will be reviewed annually. Yearly program evaluations will be submitted to, reviewed by, and approved by the Board of Education.

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.

Odessa Upper Elementary will utilize a Collaborative Team model for examining student work and developing instructional plans that are targeted to groups of students at different achievement levels. The Collaborative Team will consist of classroom teachers, supplemental teachers, special education teachers, and administration. Collaborative Team meetings will be held weekly. The team will systematically analyze student work, develop targeted lessons, and evaluate the effectiveness of instruction. The Collaborative Team will also be utilized to examine student work, receive in-house embedded professional development, review and revise curriculum and assessment, discuss effective instructional strategies, and develop viable instructional plans. Literacy Team Meetings will also be used to analyze results from the MAP test (using individual and building level reports) and score and examine writing prompts and other local common assessments.

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:

During the first three weeks of school previous end-of-year data as well as beginning-of-current-year data will be analyzed to identify students who are performing at Basic and Below Basic levels. Based on the data analysis students will then immediately be provided with extra instructional support through classroom interventions, targeted instructional groups, Title I.A. services, and after-school tutoring.

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

Odessa Upper Elementary provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP). All staff members participate in professional development and it is an integral part of their job responsibilities and expectations. Odessa Upper Elementary collects and utilizes information regarding the effectiveness of its professional development in improving instruction and student achievement. The professional development opportunities occur on school professional development days built into the regular school calendar. The professional development is also embedded within the daily master schedule by giving teachers opportunity to collaborate every five days during Collaborative Plan Time. The professional development is delivered by highly qualified instructors and centers around identified areas of needed growth for the staff.

Specific professional development for the 2016-2017 year include the following: grade level study groups will examine best practices such as guided reading and writing workshop. Title I.A. teachers will meet regularly to (1) provide collaborative support around specific student needs; and (2) to deepen understanding of specific areas of literacy. Additionally, out-of-district literacy conferences will provide current research and best practice professional development.

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

Odessa Upper Elementary employs teachers that hold a certification in the area in which they will be serving students. There is a highly competitive salary schedule and full benefits are currently extended to all full time employees. An indicator of the effectiveness of the retention of high-quality teachers at Odessa Upper Elementary is that 79% of the staff are tenured. This percentage indicates that Odessa Upper Elementary is able to retain a significant number of 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:

Parents at Odessa Upper Elementary will be offered multiple opportunities to be involved the life of the school. Parents Learning and Understanding Student Success (PLUS+ Parent) Nights will be sponsored by the school and the Parent Teacher Organization of Odessa Upper Elementary. These nights will be centered around students, curriculum, and developing a partnership with families. Parents will be encouraged to attend many other events in the life of the school—including breakfasts, carnivals, book fairs, field trips, Title I.A. workshops. Additionally, parents will be encouraged to be service volunteers.

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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:

Odessa Upper Elementary will coordinate and integrate Title I funds with other funds including: funds for children with disabilities, neglected or delinquent youth funds, homeless student funding, and local funds to provide continuous support for all students. Utilizing an intervention model of support and instruction, all students will be provided teaching based on analysis of student data. Odessa Upper Elementary will utilize a consistent assessment schedule, a collaborative analysis of data through Collaborative Team Meetings, Literacy Team Meetings and common planning times, and assistance from the Intervention Strategies Team to provide the appropriate level of support for students.

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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.

Public notice of the school-wide plan is located on the district website.

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.

This building provides instructional services to student in the third grade, fourth grade, and fifth grade. The early support of students is essential and Odessa Upper Elementary fully supports the efforts of the primary school building in the Odessa R-VII School District.

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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.