

Richards R-V School District
2018-19

Schoolwide Program Plan

The Title I, Part A Schoolwide Program Plan Requirements is designed to ensure a schoolwide plan is fully developed according to the requirements in section 1114 of Title I, Part A of the Every Student Succeeds Act.

The Every Student Succeeds Act 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.

Planning Team & Review Team:

The following members of the Richards R-V Schoolwide Planning Team have met monthly or as needed to conduct a needs assessment and develop a comprehensive plan to educationally advance and improve the school's total instructional program. This will continue for the 2018-19 school year.

Dr. Melonie Bunn, Superintendent
Dr. Allen Woods, Principal
Cari Thompson, Reading Intervention & Coach
Colbi Gastineau, Counselor
Susan Rogers, Federal Programs
Robyn Vanatter, First Grade Teacher
Kristina Terrill, Fifth Grade Teacher
Cody Belt, Middle School Teacher
Heather Schneider, Fine Arts Teacher
Darlene Morrison, Preschool Paraprofessional
Amber Squires, Fourth Grade Teacher
Lori Brown, Kindergarten Teacher
Ricky Vonallman, School Board Member
Ray Murphy, School Board President
Tiffanie Bryant, Parent
Lacy Fox, Parent
Zach Cox, Technology & Communication
Patty Wood, Communications

Needs Assessment:

The Richards R-V School District Planning Team developed a comprehensive needs survey for teachers, staff, and parents to evaluate overall district performance of current programs and interventions. The team also gathered data including student performance by analyzing MAP results, STAR math and Reading Data, Benchmark Assessment Tool, Preschool Screening Tool, STAR Early Literacy and local assessment data. APR, district demographic data, district CSIP Plan, District Migrant Plan, student attendance, and individual MAP results for students. Also analyzed by the team were the special education intervention programs and at-risk incidence rates, the educational environment, district benchmark assessment data, End of Course Exam results and individual student MAP results (for the past several years). The team discussed current intervention programs being used in reading and math, current preschool curriculum and current at-risk programs including guidance and counseling, and extended day tutoring programs.

Strengths include:

- District has excellent parent support which has direct correlation to MAP scores.
- High percentage of students involved in school's extra-curricular activities which has direct correlation with academic accomplishments
- MAP data and current Missouri Learning Standards - Grade Level Expectations are used to drive instruction in all core classes and intervention programs
- MAP instruction is emphasized in the Special Education Department to ensure academic needs are met for students with Individual Learning Plans (IEP)
- A comprehensive team approach to the identification, evaluation, and support of at-risk students through our district CARE Team

Concerns include:

- Need to strengthen intervention programs strategies for free/reduced subgroup to ensure success
- Curriculum for extended tutoring has been disjointed and will have a clearer focus on each individual student beginning with the 18-19 school year.
- Professional development will be provided to all teachers in the area of Missouri Learning Standards - Grade Level Expectations.
- All reading teachers will receive professional development in instructional strategies to increase volume of reading for all students, but with a heightened focus on middle school.

The following areas were prioritized based on needs assessment and data analysis:

- Increase Reading and Math achievement overall K-8
- Increase Reading and Math achievement in free and reduced subgroup
- Increase Reading achievement in the IEP subgroup

Schoolwide Reform Strategies:

1. The District has purchased STAR Enterprise Reading, STAR Enterprise Math, STAR Enterprise Early Literacy to assist with identifying low-achieving students and ensure intervention programs address their learning needs in reading and math.
2. Train and implement the Benchmark Assessment System as a diagnostic tool to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.
3. Title I push-in and pull-out programs for reading (30 min.) for low-achieving students with highly qualified supplemental teacher using a balanced literacy approach focusing on reading components, and math support.
4. Extended Day tutoring by highly qualified teachers.
5. Create more opportunities/time for students to increase volume of reading.
6. Our instructional coach and curriculum director will work to align the MLS's with instructional practices and provide professional development for the staff.

Assessment:

High-quality student academic assessments, including the state 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 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 of high-quality student academic assessments:

- Benchmark Assessment System
- Missouri Assessment Program
- Practice Forms - eDirect
- WISC-V
- WIAT-III
- WPPSI-IV
- STAR Enterprise Reading
- STAR Enterprise Math
- STAR Early Literacy
- Text-Based assessments

Increase Amount and Quality of Learning Time:

We will work to increase the amount and quality of learning time and offer enriched and accelerated curriculum by the following:

- Before and after school tutoring
- Summer programs and opportunities
- Project Lead the Way
- Serve low-achieving students in reading and math (30 min. daily) during Summer School by a highly qualified reading teacher. (Title I teacher paid with Title I.A. funds, All other expenses paid with Local Monies)

Strategies to meet educational needs of historically underserved populations:

The Richards R-V Schoolwide Program allows the school to consolidate and use funds, together with other Federal, State, and local funds in order to upgrade 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 Mathematics instruction. The District recognizes that students cannot do well academically if their primary needs are not met. Our largest at-risk group is our free and reduced lunch students (68%). Recognizing this population's needs, the school has partnered with the Ozark Food Harvest Program (weekend backpack program) to ensure this group needs are met when school is not in session. Our school coordinates with Bridges program, an organization at West Plains High School, helps ensure that area students have food to eat, school supplies, clothes to wear, personal hygiene products and other items they need. Other organizations the school partners with to ensure students basic needs are met include: Lion's Club (glasses), Churches, Mason's, Community Christmas Assistance Program. Also partnering with the school to ensure all students needs are being met are DFS, West Plains Boys and Girls Club, and the West Plains Juvenile Office. The District also works with West Plains High School A+ students (tutoring) and Missouri State University students (tutoring) who come on-site to assist our students with academics. We provide a program for our 8th grade girls through a local counseling agency called "Common Grounds for Girls" which is a self esteem building program for 8th grade girls. The school also keeps a current list of Community Agencies to provide parents in search of additional support including supplemental counseling agencies beyond what is provided by school counselors.

The Richards R-V School District will provide a Career and Exploration curriculum for our 7th & 8th by our school counselor, including student inventories through the use of Missouri Connections. The school and counselor work with our students to prepare for transition into high school and new expectations using informative materials, meetings (with students & parent meetings) and assist with student scheduling.

Assessment Measures

The Richards R-V District will analyze MAP data annually. Student attendance, behavior, participation in designed activities and student academic performance will be reviewed mid-term, quarterly and as needed. Each student will take STAR Enterprise Reading, STAR Enterprise Math, and STAR Early Literacy, Benchmark Assessment System every 8 weeks to ensure low-achieving students will receive adequate support early in the areas of reading and math. Students will be grouped by ability within their classrooms for reading levels and receive instruction from highly qualified teachers 90 min daily and low achieving students will receive additional differentiated instruction (30 min) by highly qualified Title I reading teacher and math. Parents receive mid-term and quarterly progress reports and individual parent communications are also encouraged through the use of phone calls, notes, email and personal visits. Partnering organizations and other community involvement will be reviewed annually.

Teachers Role as Decision Makers:

The Richards R-V School District 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 by serving on Curricula committee, CARE Team (at-risk), whole staff meetings on DATA analysis, monthly reading meetings with instructional coach, and CSIP and Title I committees. Grade level teachers, instructional coach, Title I teacher and special education teachers meet monthly (or as needed) to discuss common assessments, student results of STAR programs, and projections for end of year assessments by individual students in reading and math. The CARE Team meets monthly or as needed to ensure low-achieving students receive support in all areas including basic needs.

Provide effective, timely additional assistance:

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.

The District will provide Title I intervention classes(30 min) built in daily schedule for students, with highly qualified teachers, meeting the criteria for at-risk in reading and math. Student progress will be monitored mid-term and quarterly and groups will change according to responses. The District will use STAR Enterprise Reading, STAR Enterprise Math, STAR Enterprise Early Literacy, and the Benchmark Assessment ongoing assessments of students. Small group instruction will be used in grades kindergarten through fifth grade to provide differentiated instruction in reading for 90 minutes daily plus intervention classes when needed. Students in sixth through eighth grade will receive 50 minutes of reading daily in addition to 50 minutes daily of English Language Arts. Extended day tutoring based upon academic needs is also available up to four days a week. First grade through eighth grade will receive intervention in math with Title I push-in and pull-out services as needed. Students in second through eighth

grade who are at-risk of academic failure will receive before and after school tutoring by highly qualified teachers.

The Richards R-V District will serve four year olds in our Preschool Program. Students will be in two groups, morning and afternoon (1/2 days, five days per week). Curriculum used will be Project Construct with a highly qualified teacher and two highly qualified paraprofessionals. The Richards R-V School District provides P.A.T. services to assist our youngest community members and their families. Summer school is also made available for students and Title 1.A funds will provide a supplemental reading and math instructor on-site to give support to low-achieving students in reading and math. (Note: Supplies, purchased services and professional development are paid with Title I.A., Title II.A. and local monies).

The Richards R-V District CARE TEAM made up of teachers, counselor, nurse, administration and on-site juvenile officer will meet monthly or as needed to address needs of students at-risk of academic failure due to behavior, environment, and/or low achievement to share support strategies for child. They will assist parents, and teachers to ensure student academic and social success.

Individual Student MAP Results:

Individual student MAP results will be provided in a language parents can understand. The Richards R-V District will communicate the Missouri Assessment Program assessment results during parent-teacher conferences which will include training for parents as needed. Detailed report and explanation of results will be sent home. In addition, a translated version or a translator will be used upon availability.

Instruction by highly qualified teachers:

The Richards R-V District is meeting the requirement regarding instruction by highly qualified teachers. Documentation is on file and available upon request that demonstrates our teachers are highly qualified. Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide Program) have at 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.

Professional development:

Staff is provided high-quality and ongoing professional development through the RPDC, DESE sponsored conferences, peer observations, and research based professional development brought to the district. This high-quality, ongoing professional development addresses differentiated learning strategies, rigorous curriculum design aligned to Missouri Learning Standards - Grade Level Expectations, and collaboration and vertical teams. Local monies and Title I. A funds will be used to provide professional development.

Strategies to attract high quality teachers:

The Richards R-V School District will only employ high-qualified teachers and paraprofessionals as defined by the DESE in accordance with state and federal guidelines. 100% of staff will receive ongoing high quality professional development to ensure excellence in instruction. To attract and keep highly qualified teachers the district uses several strategies:

- Offer competitive salaries and benefit packages for our area.
- Post job openings on MO Teaching Jobs, local newspaper, and district.
- Administration attends Missouri State University Teacher Placement Day
- Collaborates with Missouri State, and Southwest Baptist Universities Student Teacher Programs
- High-quality on-site and off-site professional development for all staff encouraged by District administration
- Excellent community involvement and strong PTO
- Innovative and up-to-date curriculum

Parent Involvement

The Richards R-V School District will provide clear strategies and action steps to increase parental involvement. The District Parent & Family Engagement Policy has been developed jointly with parents. This policy is intended to engage parents in ongoing and meaningful communication about student academic learning and other school activities ensuring parents and families play an integral role in assisting their child's learning, become actively involved in their child's education and become full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. This includes parent involvement in planning activities, implementing and evaluating activities, school decisions, and provided with meetings and notifications concerning student progress.

The following is a list of some of the activities that promote parent involvement in the Richards R-V District:

- School/Parent/Student Compacts are to be sent home at the beginning of the year and upon enrollment to new students
- Parent/Teacher Conferences
- Mid-term and Quarterly Report Cards
- An interpretation of MAP scores and other relevant assessment data
- STAR Math & Reading & Benchmark Assessment System Data
- Teacher generated memos and letters
- School Web Page
- Parent Portal
- Auto Calls
- Title 1 Meetings
- E-mails from Administration and Teachers
- Fall and Spring Brochures
- Newsletters

- Weekly Electronic Newsletter “Friday Focus”
- Parent Program Surveys given annually
- Post-Event Exit Participant Surveys
- Comprehensive School Improvement Plan, Title I Meetings, Advisory Teams, Volunteer Programs

- Family Activities included but not limited to:
 - Open House, Fall Fest, Authorsonium Museum Night, Poetry Night, MAP Readiness, Preschool and PAT group meetings quarterly, Transitional Meetings for parents of 8th graders
 - CSIP and Title I teams, committees, advisory panels and volunteer programs.

Coordinate & Integrate Federal, State, and Local Services

The Richards R-V school district will coordinate and integrate Title I supplemental reading and math for students with other supplemental services including: Part B of the IDEA for K-8 students with disabilities, LEP students, homeless students and immigrant students, neglected or delinquent youth, and West Plains Early Childhood Special Education for preschoolers with disabilities (partnership), Head Start, PAT and the Vision Intervention Program. Other organizations we work with include: The Richards R-V School Foundation, Bridges, Ozark Food Harvest Program (the backpack program), West Plains Boys and Girls Club, Family Services, Juvenile Offices, Lions Club, Elks Lodge, Cristos House, the Community Christmas Assistance Program, and community churches.

The Richards R-V School District has reviewed available funding for existing services and resources to find ways to increase efficiency and effectiveness of all programs. The Richards R-V District will maintain documentation of student eligibility for each funded program and monitor instructional services for overlap. The District will ensure that teachers and staff are provided collaboration time and documented meetings to identify overlapping services, to monitor each of the instructional program’s effectiveness, and to provide comprehensive instructional programs.

Plan Access:

Copies of the Richards R-V Schoolwide Title I Plan will be made available to the LEA, parents, and the public and will be housed in the Superintendent's Office, Principal's Office, and on the Richards R-V District website. A copy of the Plan is available upon request.