

## Schoolwide Program Plan (Building Level)

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

JENNINGS (096104) - NORTHVIEW ELEM. (4040)

Team Members:	Dr. Tiffany Anderson	Superintendent of Schools	andersond@jenningsk12.org	314-653-8003
	Stephanie R.Alexander	Director of Federal Programs & Personnel Services	alexanders@jenningsk12.org	314-653-8013
	Bonita Jamison	Prinicpal	jamisonb@jenningsk12.org	314-653-8051

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.

- Bonita Jamison, Prinicpal
- Mindy Hoxworth, Counselor
- Korey Lowery, Teacher
- Arika Abernathy, Teacher
- Amanda Bush, Teacher
- Laurie Suhre, Teacher
- Debra Petersen, Teacher
- David Whitney, Teacher
- Kassel Johnson, SSD Teacher
- Virginia Eldridge, 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.

Academic achievement as evidenced by the MAP  
Supplemental reading materials are needed to reinforce instruction in vocabulary, comprehension and reading  
Student attendance rate consistently high for all sub groups

---

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

January 2013

- Schoolwide Positive Behavior Support. Date of implementation

January 2013

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

A cross section of the building, repetitive of all grade/content areas, analyses data, reviews screening data and identifies students at risk and those performing at benchmark to ensure continued growth. All students receive foundation/standard aligned instruction provided in Tier I. Students identified in Tier 2 will receive additional academic & behavioral support to successfully engage in the learning process including small group instruction and interventionist support.

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

- 
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:

Acuity (benchmarks given September, December and February)  
SRI (quarterly)  
DRA  
Programmatic assessments (Envisions & Reading Street) (end of unit assessments, pre and post test)  
Common Assessments (weekly and end of unit 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:

---

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.

(aa) Better Family Life  
Preferred Family Health  
Lutheran Family Services

---

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

School attendance, behavior, participation in the designated activities and student academic performance will be reviewed monthly and quarterly. Partnerships and community involvement will be reviewed semi-annually.

---

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.

Development and use of assessments  
Data teams  
Horizontal and vertical teams

---

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:

Guided reading  
RTI (CBMs)  
Instructional support from reading specialist  
Tutoring  
Small group instruction  
Data team process

---

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

Researched based professional development  
 Addresses the instructional gaps per triangulated sources of data  
 Provided by experienced experts in the field

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

Utilize MO Reap in conjunction with human resources department to attract and retain highly qualified teachers

**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:

Title I  
 Local funds  
 21st Century

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

Bi-weekly staff meetings  
 Weekly data team meetings  
 Monthly school newsletter  
 PTSO meeting  
 District/school webpage

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.

Kindergarten transition 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.