

**Schoolwide Planning Worksheet
for Compliance Plans (Federal and State)**

Implementation year: **2016-17**

1. Planning Team Members: (Name and Title) and timeline of meetings.

Marion Principal, teachers, parents meet to develop and monitor a school improvement plan based on an initial assessment of needs and informed by quarterly data updates.

March 2, 2016

Denean Steward- Principal
Debbie Mobley- Interventionist
Rebecca Leb- Teacher
Amie McGraw- Interventionist
Jill Antrobus- Counselor
Maria Gonzalez- Parent
Ma Auelina Ouieda- Parent
Joe Butler- Parent
Danielle Elliott- Parent
Crystal Agin- Parent

2. Comprehensive Needs Assessment. Summary of strengths and needs of the school's current educational program. List by priority the specific areas to be addressed in the plan. Prioritized needs must be addressed in the plan.

MSIP Standard	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts-2015	16	16	100%
English Language Arts-2014	16	16	100%
Mathematics- 2015	16	16	100%
Mathematics- 2014	16	16	100%
Science-2015	16	16	100%
Science- 2014	16	9	56.3%
Total Points Earned	48	48	100%
2. Subgroup Achievement			
English Language Arts-2015	4	4	100%
English Language Arts-2014	4	4	100%
Mathematics- 2015	4	4	100%
Mathematics- 2014	4	4	100%
Science- 2015	4	4	100%
Science- 2014	4	2	50%
Total Points Earned	12	12	100%
4.Attendance	10	10	100%
Total	70	70	100%

Strengths

- Science improved
- 100% of APR points in ELA, math and science.
- Increased points in the science subgroup.
- Earned all points for attendance.
- Increase in the number of proficient and advanced students scoring proficient and advanced from the previous year in ELA, math and science.

Weaknesses

- Mathematics achievement showed limited progress.

Process

- Teams examined AIMSweb and MAP data.
- Principal analyzed 2015 School Annual Performance Report (School Supporting Data).

Root causes for the data

- Limited increase in math is the result of more rigorous Missouri Learning Standards.
- Teachers have noted a desire to plan professional development around math.
- Students are struggling to apply math in authentic ways.

Needs and Goals

- Develop a systematic process for students to understand math concepts.
- Create a school wide process for students to apply math skills.
- Provide more opportunities for students to understand math in authentic ways.
- Continue to show fidelity to ELA, math and science curriculum.
- Provide professional development on the data team cycle and mathematics.

3. 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 strengthens the school's core academic program.

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

- P Professional Learning Communities. Date of implementation
PLC Strategies and Structures were implemented in 2009 and are refined on an annual basis.
- S Schoolwide Positive Behavior Support. Date of implementation
PBIS strategies and structures were implemented in 2005 and are refined on an annual basis.
- TITiered instructional support such as Response to Intervention. Briefly describe the process used.
Response to Intervention strategies and structures were implemented in 2009 and are refined on an annual basis. The process includes identification of student needs through a Student Study Team Process, followed by an intervention plan to be implemented at the Tier I, II or III level, along with progress monitoring. Adjustments are made at appropriate intervals based on level of progress.
- X Other: List planned intervention(s) and briefly describe.
 - **Grade-level teacher leaders meet regularly with instructional facilitators for mathematics,**

science, and English Language Arts to refine instructional plans, coordinate professional development, and provide modeling and coaching, as needed.

- The ESL teacher works collaboratively with classroom teachers to plan and/or deliver instruction designed to increase access to learning for all students, including English Language Learners.
- Culturally Responsive Pedagogy is a long-term, continuous theme for staff meetings and professional development.
- The focus for Professional development for teachers is in the area of ELL instruction. Teachers are reading and implementing research based strategies and collaborating on its effectiveness.
- Vocabulary instruction is implemented school wide and monitored quarterly.
- Teachers analyzed benchmark assessments and 46% of our students are scoring proficient and advanced on Discovery Assessments. Our black and Hispanic subgroups scored below what they scored last year and the growth from last year to this year in math is limited. Therefore, we are utilizing Interventionist Assistants to support core instruction in math and we are supporting our students in areas they commonly struggle within math (measurement and fractions).

4. List the high-quality student assessments, in addition to the MAP, to assist in diagnosis, teaching, and learning in the classroom enabling all students to meet the 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:

DRA

Discovery Learning

AIMSweb

Teacher-created probes, formative assessments, and running records

ACCESS

W-APT

Writing Aviator writing assessments

Spelling inventories

Math Topic Test

DRA, AIMSweb, Discovery and teacher created assessments- After assessments are administered, teams identify students who are struggling, proficient and below proficiency to identify instructional strategies or interventions to support all students in each category. Teachers meet collaboratively and assign interventions for struggling students and enrichment for students who are demonstrating proficiency.

5. How will the school building increase amount and quality of learning time, and help provide an enriched and accelerated curriculum:



Extended school year

X before-and after-school tutoring

X summer programs and opportunities

X other: After school enrichment opportunities

6. Identify strategies for meeting the educational needs of all children, particularly of low achieving children and those at risk of not meeting the Missouri Learning Standards. These strategies may include –

a) Counseling, pupil services, and mentoring services

b) 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

c) Integration of vocational and technical education programs

- **At Marion Elementary, the staff works in partnership with parents to identify areas of academic concern and to implement interventions as proactively as possible.**
- **Reading and Math Interventions provided through a Tier II and Tier III pull-out interventions.**
- **English Language Learners Program**
- **After School Programs focused on targeted subgroups**
- **Breakfast Club with the counselor to provide social skills**
- **Mentoring groups**
- **Maryville University partnership with practicum students**
- **Annual career fairs**

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

Progress Monitoring, Benchmark Assessment, Classroom Assessment, Attendance, MAP Results, Office and Counselor Referral Data, Parent and Student Surveys, Parent and Student Requests are all sources of data that are utilized on a weekly basis in PLC and SST groups to determine if students needs are being met and to inform decisions regarding instructional, social, or behavioral interventions.

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:

Professional Learning Community Meetings
Compelling Conversations with Individual Teachers
Staff Meeting Analysis of School-wide Data
School Improvement Team Meetings

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 Support in Reading and Math
After School Tutoring and Other Support
Counseling Services for Students
Parent Conferences
Tier I Interventions in the Classrooms
Social Worker support and assistance

10. Individual student MAP results will be provided in a language parents can understand through:

- X A translated version or by a translator
- X Parent-teacher conferences
- X Parent meetings/trainings to understand MAP and interpret results
- A detailed explanation sent home to parents
- Other:

11. The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

- X Teachers are highly qualified with documentation on file
- X Paraprofessionals hired with Title I funds (including all instructional paras in a School wide program) have at least 60 semester hours, a two-year certificate, or have passed the Para Pro Assessment with documentation on file.
- O

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. 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

District and School Professional Development Plans are aligned with School Improvement objectives. Training is provided regularly in the areas of Response to Intervention, Standards-Based Assessment, Positive Behavior Intervention Supports, Sheltering/Scaffolding Instruction for English Language Learners, Developing Academic Vocabulary, Culturally Responsive Pedagogy, Research-Based Practices for Core Subjects, Effective Use of Technology, Effective Use of Data to Inform Instruction, Understanding by Design, Assessment for Learning, Leadership Team Development, and Curriculum Refinement and Close Reading.

14. Provide a clear strategy to attract high-quality, highly qualified teachers to high-need schools:
School administrators work closely with the Assistant Superintendent of Human Resources to identify highly qualified teachers for positions that are available. The Assistant Superintendent of Human Resources provides guidance for school administrators in the practice of effective interviewing and hiring techniques and involves school administrators in recruiting events.

15. 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

- P 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



16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

- Title I - Reading and Mathematics Support**
- Title II - Professional Development to Improve Instruction**
- Title III - ESL Teachers, Pull Out and Push In Services, Training for all Teachers, Gifted and Talented Program**
- School Counselors and Community Counseling Agencies**
- Special School District Services**
- Instructional Facilitators to Support Instructional Improvement**

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

Opportunities for school improvement input are gathered through feedback at events and survey results. Using a district template, the School Improvement Team reviews school data, feedback and survey results to design a School Improvement Plan and related 60/90 Day Action Plan. School Improvement Plans are submitted to the Assistant Superintendent of Curriculum and Instruction for review. School and District administrators work in collaborative groups to refine Plans. The final plan is posted on the school web page where it is available in multiple languages.

18. 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 Committee**
- Kindergarten Kick-Off**
- Kindergarten Camp - each summer**
- Translators, counselor and social worker in the kindergarten classes the first week of school**
- Kindergarten parent meetings during the first two months of school**

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.