

# Schoolwide Program Plan (Building Level)

Implementation Year(s): 2016-17

## BALLARD R-II (007122) - BALLARD ELEM. (4020)

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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.

Most changes are initiated by the principal and Title I teacher, then discussed, planned, cultivated, and worked out by the four PLC groups. This is done during PLC time, Professional Development Time, and Teacher's Meetings.

The Title teacher created a Title I Planning and Review Team beginning in the 2014-2015 school year.

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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.

Ballard R-2 Elementary moved from “targeted” Title 1 services to “school wide” Title 1 services to begin in the Fall 2014. This has been a very successful transition which has greatly benefited all students. The following items address the need to remain classified as school wide:

- PLC Collaboration and Staff Professional Development: A PLC structure was established beginning in the 2012-2013 school year. K-6 teachers meet 3 days weekly for 20 minutes throughout the school year to disaggregate MAP and STAR data and to plan interventions for individual students. Included in the data dissemination is historical review of existing data. K-6 staff meets with both the Title teacher and the SPED director during these meetings. Not only has the staff examined and analyzed existing data during PLC time, but also during several Professional Development meetings during the last two years. A summary of data indicated a trend of low scores in the lower primary grades in both reading and math. Pull-out Title 1 service halts progress of instruction for the larger group. Some parents did not allow their child to be pulled out even when the student qualified for Title 1. The school wide Title I program has provided a much needed service to all students.
- Staff Survey: A K-6 survey of teachers indicated they have seen more overall gains in their classrooms due to a larger focus on push-in strategies employed this year. STAR reading levels improved at a higher rate and stayed consistent with their reading level than in past years.
- Free and Reduced rate increase: Ballard R-2 has seen a spike in recent years of F&R students, at the K-6 level and in the district. Our current rate of F&R is over 50%. Students coming from poverty often enter the school unprepared for school. Some parents are reluctant to accept “special” services. Whole school Title eliminates that stigma.
- Scheduling: With limited resources many teachers must work around obstacles to incorporate adequate instructional time for both math and reading. We have changed our elementary focus for subjects such as social studies and science to focus on reading, writing, and math from the information texts rather than on the subjects themselves. The school wide Title program has allowed the Title teacher to work with targeted groups of students without interruption to instructional focus or loss of instructional time. PLC collaboration is utilized to periodically alter focus groups, based upon pre-test results as new standards are introduced. A plan is in place for communication between classroom teachers and the Title teacher to ensure proper planning can occur for both.

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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

PLC's were implemented at the beginning of the 2012-2013 school year. Ballard has four PLCs: two elementary and two high school. Periodically, PLCs review, discuss, and tabulate MAP scores data. This information is utilized in planning instructional strategies. PLCs continue to discuss and evaluate data, along with Missouri Learning Standards, Formative and Summative Assessments, and Standards Based Grading--daily grades and grade cards.

- Schoolwide Positive Behavior Support. Date of implementation

Yes, we have a Positive Behavior Support Program. Appropriate school behaviors were discussed and listings made during staff meetings/professional development time of the 2011-2012 school year. Initial implementation began mid-year or so with two or three of the five sets. The program has been fully in place since the beginning of the 2012-2013 school year. The following expectations are posted in the appropriate areas: Bulldog Expectations (schoolwide), Behavior Expectations in the Classrooms, Behavior Expectations in the Hallways, Behavior Expectations in the Restrooms, and Behavior Expectations for Riding the Bus. Each semester, all students K-12, have the opportunity to earn a reward (field trip or some type of activity) for agreed upon standards concerning attendance, grades, office referrals, and detentions. According to the principal's records, the number of office referrals is down considerably since implementation.

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

Tiered instructional support is provided by the classroom teacher. Formative assessments within the classroom alert the classroom teacher to who needs extra help. The Title I teacher provides intervention as needed.

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

The Title teacher provides push-in services to all classrooms as a planned RTI time. The focus will be on the primary grades. For Grades 1, 2, and 3 this RTI time will be 25 minutes in length for Reading and approximately the same amount of time for Math. The other classrooms, Grades 4, 5, and 6 will be scheduled after and around the primary classes. Their RTI time may be shorter in length and less frequent due to time, manpower, and scheduling conflicts.

Those students not eating breakfast will have an additional RTI time during breakfast (approximately 15 minutes).

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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:

In January 2013, Ballard's administration chose to upgrade from the basic STAR reading assessment to STAR Enterprise. STAR Enterprise utilizes the same data as basic STAR but has many more reports. Some of these reports are aligned to district standards, state standards (MLS), or common core standards. The State Performance – Student report is a popular one with the teachers as it reveals the student's position in relation to the MAP test. Because the State Performance – Student report is easily interpreted and very revealing concerning where the student is at and where he/she should be, it is also sent home along with the Parent Report (Grades 3-6). The Parent Report gives parents specific skills to work on and suggestions of how to help. Along with the Parent Report, parents of First and Second Graders receive the Progress Monitoring Report, which is a graph revealing whether the student is progressing or not. These reports are sent home every time the STAR test is given. Much communication and information is available to the parents concerning their child's reading skills/progress according to the STAR.

Among other reports, teachers receive The Instructional Planning – Individual Report. It is a comprehensive reading skills and instructional planning report for each student. This report divides the student's reading skills into four categories: Foundational Skills, Reading: Literature, Reading: Informational Text, and Language. Within these categories are subcategories, and under the subcategories, specific skills are listed. It is a VERY DETAILED individualized report which gives the teachers all they ever wanted or needed to know about a student's reading skills and more. This report is useful for instructional planning and can/will be used for RTI planning.

The STAR is administered at least three times a year: once at the very beginning of school so teachers have the Instructional Planning – Individual Report to use in planning and preparing lesson plans. It is administered at least two more times, once in December, and once in mid-March to April, so that parents and teachers can see student progress; and teachers can be updated on how to revise instructional planning for each student.

The MAP (Grades 3-6) and STANFORD (Grades K-2) Achievement Tests are used to determine each student's progress and achievement. Then these reports are passed on to next year's teacher to be used in planning/revising group and individual instruction.

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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:

The Title teacher will provide push in services to every classroom and the Title time will be an RTI time. The focus is on Primary Grades. For Grades 1, 2, and 3 this RTI time will be 25 minutes in length for reading and approximately the same for math. The other classrooms, Grades 4, 5, and 6 will be scheduled after and around the primary classes. Their RTI time may be less frequent and shorter in length due to time, scheduling conflicts, and manpower.

An additional RTI is planned during breakfast time for those students not eating breakfast at school that day.

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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.

a) Counseling services, pupil services, and mentoring services: Beginning with the 2015/16 school year our school district changed the position of counselor from part-time to full-time. Ballard R-2 Elementary School has a full range of counseling services modeled after Missouri Comprehensive Guidance. The counselor visits the classrooms every week serving the needs of all students. Individual Counseling is offered and available to all students. High school mentoring is available using our A + program.

b) College and Career Awareness is emphasized again through MCG. Students are introduced to Career Paths in Sixth Grade and Missouri Connections in Eighth Grade. Best Practices are emphasized through PDC in all grade levels. We, of course, have the services of Title I Reading and Math and Special Education.

c) Vocational and Technical Education Programs are introduced in Elementary School and then expanded in Middle School. Eighth Grade takes a full tour of the Clinton Technical School.

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

Yearly: Ballard uses the Missouri Assessment Program (MAP), and Stanford Achievement (K -2) to assess how students have achieved yearly. These reports of both the MAP and the STANFORD are given to the current teacher and next year's teacher.

Quarterly or Tri-annually: The STAR is administered a minimum of three times per year to first through sixth graders. STAR Enterprise contains MANY reports at the individual, group, and grade level. These reports are printed out and given to each teacher. The Parent Report along with the State Performance Report (aligned to Missouri Learning Standards) for Grades 3-6, and the Progress Monitoring Report for Grades 1 and 2, are sent home at each testing. The Parent Report gives an account and informs parents of their child's reading skills. It also gives specific and targeted suggestions on how to help at home. Parents are invited to call the Title/classroom teacher if they have questions.

Weekly: All classroom teachers utilize the reading papers and assessments within our Treasures Reading Series; the Title teacher uses the Fluency Assessments and the Practice Book's reading passages and comprehension questions of the Treasures Reading Series.

Daily: Teachers are required to move towards standards based teaching and grading which includes implementing formative and summative assessments in everything they teach.

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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.

Teachers are included in the decisions regarding the use of MAP and other assessments by:

- All PLCs look at, tabulate, and dissect MAP scores' data each fall.
- Findings are reported at a Teacher's meeting and discussed.
- Teachers decide on School-wide Improvement Strands.
- Each teacher writes a Professional Development Plan, addressing one of the School-wide Strands for Improvement
- Within PLC time and on their own planning time, teachers confer with one another about:
  - Student progress and improvement
  - Grade level expectations
  - Building upon each grade level's curriculum (grade above and grade below)
- Teachers are free to use the pre-assessments, assessments, and re-assessments, practice worksheets, contained within each subject area they teach; or use teacher-generated assessments.

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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:

Regular assessments are given in each classroom; the Title teacher will provide the extra help next year when pushing in. Extra help can also be given in a pull-out situation during Title time.

There will be additional RTI time during breakfast if a student is not eating.

Some teachers provide after school tutoring. Ballard has an A+ program which utilizes high school students as tutors under teacher supervision.

The district is slowly implementing Standards Based Grade Cards. Kindergarten has been using this method for many years, and beginning in 2016/17 first and second grades will adopt Standards Based grading. These grade cards will contain and reflect Missouri's Learning Standards.

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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:

The MAP scores' arrival is announced via the school website and the school newsletter; parents are encouraged to come in and look at their child's reports at Parent/Teacher conference time.

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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:

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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:

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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

Our K-6 classroom teachers, paras, the SPED Director, and the Title Teacher meet 3 days weekly for 20 minutes daily for PLC collaboration. Agendas for each meeting are kept and monthly summaries of meeting notes are forwarded to the Principal. Twice annually every teacher meets with each parent to discuss their child's progress. Teachers maintain monthly communication logs for parental contact and discussion topics, which are turned in monthly to the Principal. K-6 staff members attend our conference's Grade Level Meetings at least once annually mid-year, for collaboration with other district personnel at their same level. All staff attends one collaborative grade level session at the beginning of each school year. We coordinate no less than two common PD days at revolving sites for grade-level collaboration. Each staff member is allotted \$400 annually to use for a PD conference of their choice, upon approval of the PDC committee and the administration. Each PLC team is run by a team leader who has received data team training and who has taught that framework to their individual PLC team. We also schedule no less than the equivalent of four full days of PD throughout the regular school year, during which PLC teams are given substantial time to work vertically in aligning curriculum and evaluating programs' effectiveness. The Principal has met with several elementary parents over the past two years to discuss the effect of our Title services and to seek input about what changes they would like to see implemented

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

The administration regularly attends area career fairs, promoting the accomplishments of the district and seeking interest from qualified candidates. All advertisements clearly state certified and experienced applicants are desired. Our hiring practices have reflected this. A salary schedule reflects reward for teachers continuing their education, and tuition assistance is available for staff to earn advanced degrees. The interviewing process is a two-step process between Principal and Superintendent. Both conduct separate interviews and compare notes to identify top candidates. References are thoroughly checked, with priority given for references from former supervisors.

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:

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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:

The district will promote participation in Parent/Teacher conferences as well as at Open House. The district will provide current information about student performance. This will be published in the District Report Card. The district will coordinate and integrate Title 1 services with IDEA, Accelerated Reader. The district will provide services and needed assistance to aid in the student achievement in reading and mathematics. When necessary the district will provide homeless students an education equal to what they would receive if not homeless.

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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.

The Title I plan is made available to the parents and public by use of the internet. It is available on the school's website. The plan is also available in the district's office as well as in the Title I Resource room. It is also made available in hard copy upon request.

The plan will be written in a language and format so that all parents and community members can understand.

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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.

Ballard has a locally operated pre-school program to help prepare children to successfully enter Kindergarten.

A Playgroup meets periodically for children too young for the pre-school program. The teacher works with them on things like sharing, taking turns, and good behavior which is a part of kindergarten readiness.

Kindergarten Screening involves the nurse, speech teacher, counselor, SPED teacher and the kindergarten teacher. We screen ALL resident children not in Kindergarten yet. Immediately following the screening, parents receive feedback of the testing. A follow-up packet is mailed the next day to the parents. For children entering kindergarten in the fall, the packet contains kindergarten readiness materials for parents to work on with their child. If a child exhibited a caution or delay during screening, corresponding activities/skills are enclosed in the packet.



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.