

SCHOOLWIDE PROGRAM PLAN (need one for each Schoolwide building)

All check boxes marked in this plan indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Plan Development	
Role	Team Member
Parent (Required)	Rachel Dapp-Jones, Casey Mannell
Teacher (Required)	Nancy Harms, Heather Pappert, Shelley Black, Gwen McCartney, Erica Atkeson, Becca Hurt, Carly Birdsong, Sue Ann Andrade, Morgan Sheldon, Katie Nelson, Jessica Elfrink
Principal (Required)	Terri Deayon
Other School Leaders	Mandy Frayer, Mya Ezzell
Paraprofessionals	Amanda Cole
Other Administrators	Sarah Sieminski, Assistant Principal
LEA Representative	Andy Schuerman
IF APPLICABLE:	
Specialized Instructional Support Personnel	+

Technical Assistance Providers	+
School Staff	+
Students	+
Others	+
Meeting Date(s) must indicate dates for schoolwide plan	October 8, 2020

STRATEGIES TO ADDRESS SCHOOL NEEDS

Section 1114 (b) (7) (A)

The following strategies will be implemented to address prioritized school needs: *(check all that apply)*

X Supplemental instruction:

Subject areas and grade levels to be served (mark all that apply):

- Math K 1 2 3 4 5 6 7 8 9 10 11 12
- Reading Kx 1x 2x 3x 4x 5x 6 7 8 9 10 11 12
- English Language Arts K 1 2 3 4 5 6 7 8 9 10 11 12
- Science K 1 2 3 4 5 6 7 8 9 10 11 12
- Other: K 1 2 3 4 5 6 7 8 9 10 11 12

Delivery of Title I funded supplemental instruction services (check all that apply): If Supplemental instruction above is checked at least 1 delivery of services must be checked below.

- Preschool
- Pull out/resource classroom
- Push in/regular classroom

X Summer School

Tutoring (before-or-after school)

Other: _____ if checked then must have text on line.

Instructional personnel:

	Teachers	Paraprofessionals	Others
Supplemental Reading	X	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction:

Grade Levels:

K 1 2 3 4 5 6 7 8 9 10 11 12

Other: _____

Professional Learning Communities

X **Schoolwide Positive Behavior Support**

X **Response to Intervention**

Other: Grade Level Meetings ____ +

These strategies will: (mark all that apply)

X **Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.**

Description of how strategy/strategies will provide...:

Teachers differentiate as needed based on formative and summative student assessment and provide multiple ways for students to showcase their learning.

X **Use methods and instructional strategies that strengthen the academic program in the school.**

Description of how strategy/strategies will strengthen...:

Teachers participate in professional development in which research-based instructional strategies within the reader's, writer's, and math workshop model are taught, reinforced, and employed. Based on district-wide formative assessments, students are identified for RtI Tiers and receive push-in services as well as small group interventions in the area of reading in the classroom. Currently, data is collected on digital dashboards and reviewed every 6-8 weeks by a team. Next year we are moving towards an MTSS model and the team will consist of administration, classroom

teachers, reading interventionists, literacy instructional coach, ELD teacher, special education teacher, and counselor. Students identified for Tier 2 and Tier 3 interventions are progress monitored bi-weekly to monthly.

X Increase the amount of learning time.

- Extended school year
- Before- and/or after-school programs

X Summer program

X Other: Tier 3 Rtl supplemental instruction is scheduled around student core subject areas in the classroom. Rtl Tier 3 students receive intervention for 20-30 minutes of instruction 5 days a week. Rtl Tier 2 instruction is scheduled by classroom teachers to support the individual needs of each student throughout the day. Rtl tiered instruction provides students with supplemental instruction in the area of reading beyond Tier 1 instruction that all students receive.

X Help provide an enriched and accelerated curriculum.

Description of how strategy will provide...:

Rtl at Southeast consists of multiple intervention programs. Through the use of these programs, our students' instruction is enriched and progress accelerated. Southeast currently uses Fountas and Pinnell Leveled Literacy Intervention, Pathways, Kilpatrick's Phonemic Awareness Exercises, LETRS, and frontloads as well as reteaches students within pull-out intervention time with district-wide programs that support classroom instruction. Reading Interventionists provide limited whole class instruction in Pathways to Reading materials to help students transition when moving between tiered levels of intervention. This also provides common language and reading strategies that are beneficial to all K-3 students.

X Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards.

Description of how strategy/strategies will address...:

Southeast uses district common formative assessments, the NWEA MAP and Fountas and Pinnell, in conjunction with the College and Career Readiness Index to identify students at risk of not meeting the Missouri Learning Standards. These students are then placed into Tier 2 and Tier 3 reading interventions. Classroom teachers provide instruction for Tier 2 students at least 3 times a week and interventionists provide instruction for Tier 3 students 5 days a week. Progress monitoring is administered bi-monthly or monthly to ensure student needs are being met and progress is being made. Additionally, students who are exhibiting phonemic awareness deficits, are screened for placement within a multi-sensory explicit phonics program.

Activities will include: (mark all that apply)

X Improving students' skills outside the academic subject areas If checked then must check at least one checkbox below

- X Counseling
- X School-based mental health programs
- X Specialized instructional support services
- X Mentoring services
- Other: _____

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other: _____

X Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services

X Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

X Delivery of professional development services:

- Instructional coach
- Teaching methods coach
- Third party contract
- Other: _____

X Professional development activities that address the prioritized needs

Describe activities:

Professional development in the building takes place during monthly staff meetings and collaborative professional development meetings. Professional development is focused on the areas of Instructional Technology, Culturally Responsive Teaching, Social Emotional Learning, guided reading, and strategies for differentiation.

X Activities to recruit and retain effective teachers, particularly in high need subjects

Describe activities:

District and building staff attend college job fairs across the state. Applicants are screened and invited to interview nights. Promising candidates are invited to attend building tours. During tours, teacher candidates meet with administrators across the district for a second interview and to tour buildings.

District and building administrators work to retain teachers using a district-wide teacher induction program that supports new teachers. More veteran teachers are supported with ongoing professional development and coaching. Our salary schedule is highly competitive compared to other districts in the area. These factors have resulted in our district having one of the best employee retention rates in our area.

X Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities:

Summer school is offered to all incoming kindergarten students. Students are familiarized with the classroom setting, cafeteria and recess expectations, and taught letter/sound knowledge to prepare them for the start of Kindergarten.