

2018-2019 Title I Schoolwide Plan

Dassa McKinney Elementary School

Action Plan Goals

- Goal #1:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
- Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Goal #3:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategies

Full Day Kindergarten

Integration of Student Support Systems

Development of Plan to Address Language Deficits

Writing Benchmarks

ELA Curriculum Revision

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #1

Share kindergarten student data with stakeholders (Faculty, School Board, Parents, Community).

Data to be shared will include, but not be limited to the following:

- Speech and Language
- Kindergarten Tutoring
- Incoming Kindergarten Screening
- Local Assessment benchmarks and progress monitoring

Start Date: 8/20/2018

End Date: 10/31/2018

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #2

Identification of potential revenue and anticipated expenditures related to the development of a full day kindergarten program.

Start Date: 8/20/2018
End Date: 12/31/2018

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #3

Research best practices in early childhood education as it relates to the development of a full day kindergarten curriculum and schedule.

Start Date	10/1/2018
End Date:	11/30/2018

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #4

Full day kindergarten program development, with consideration given to the following components:

Curriculum

Instructional day

Special class offerings

Food services

Transportation

Staffing

Physical space availability

Start Date 11/1/2018

End Date: 12/31/2018

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #5

Share proposed full day kindergarten program with stakeholders (Faculty, School Board, Parents, Community).

Start Date	1/1/2019
End Date:	1/31/2019

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #6

School board approval of full day kindergarten program.

Start Date	1/1/2019
End Date:	1/31/2019

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #7

Review and revise kindergarten parent information presentations and kindergarten registration and screening processes and related documents.

Start Date 2/1/2019

End Date: 2/26/2019

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #8

Recruitment, selection, and hiring of professional staff to fulfill staffing needs related to a full day kindergarten program.

Start Date 4/1/2019

End Date: 5/31/2019

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #9

Review and revise kindergarten orientation activities, giving consideration to the following components of a full day kindergarten program:

- food services
- transportation
- special classes
- instructional schedule

Start Date 6/1/2019

End Date: 7/31/2019

Full Day Kindergarten:

Develop a Full Day Kindergarten Program to be implemented for the 2019-2020 school year.

Implementation Step #10

Begin the 2019-2020 school year with a full day kindergarten program.

Start Date 8/1/2019

End Date: 8/31/2019

Integration of Student Support Systems:

Integrate student support systems.

Implementation Step #1

The administration will lead the faculty through the transition process from an IST model to a comprehensive system of supports called MTSS. The administrators will define the MTSS model during the August 21st In-Service day. The Pupil Personnel Team will be reinvented to the MTSS Decision Making Team. This process will evolve over the 18-19 school year. The frequency of grade level data team meetings will increase. The IST teacher is being replaced by a Tier III Intervention Teacher. Various assessments (CBAs, schoolwide screenings, universal screenings, benchmarks, diagnostic assessments and progress monitoring) will be used to collect data on students. The new school nurse will attend a 3 day SAP Training in the fall so she may join the SAP team.

Start Date 8/21/2018

End Date: 6/30/2019

Development of Plan to Address Language Deficits:

Develop a systemic plan to address language deficits for primary students.

Implementation Step #1

In the fall of 2018, a presentation will be made to faculty and School Board members to define Speech vs. language. Schoolwide data will be used to show the degree of language deficits in our student population. We believe this will outline the problem and pinpoint a root cause of our declining student achievement/growth across grade levels. A faculty meeting will be held in September to define the language root cause. This root cause will be further explored and discussed at a District Curriculum Committee Meeting in September. The action steps will be expected to be implemented after the September 26th In-Service Day in which the Comprehensive Plan will be reviewed.

Start Date 8/21/2018

End Date: 9/26/2018

Development of Plan to Address Language Deficits:

Develop a systemic plan to address language deficits for primary students.

Implementation Step #2

The Intervention Team will develop a language screener for K-6 classroom teachers to determine an awareness of students' needs. Speech Therapists will implement this screener in grades K-6. The Intervention Team will create a faculty resource, including professional development, to explain next steps of intervention in Tier I/Core instruction. The Title I Team will develop Parent Involvement events to address the issues found by this schoolwide screener.

Start Date 8/16/2018
End Date: 10/26/2018

Development of Plan to Address Language Deficits:

Develop a systemic plan to address language deficits for primary students.

Implementation Step #3

Speech Therapists will train the intervention team to demonstrate model lessons focused on language and questioning. The first training will take place during the afternoon of October 26th. Ms. Moretti will be brought in as an additional trainer since she was the teacher in the language classroom and is now a regular education 1st grade teacher.

Start Date 8/27/2018
End Date: 10/26/2018

Writing Benchmarks:

Research-driven development of K-6 formal writing benchmarks and rubrics to be implemented during the 2019-2020 school year.

Implementation Step #1

The sub-committees of the Writing Committee are analyzing schoolwide data to determine students' needs and researching exemplary practices to facilitate writing proficiency by creating shared resources. Online shared resources created by the sub-committees and utilized by all faculty members.

Start Date 7/26/2018

End Date: 6/30/2019

Writing Benchmarks:

Research-driven development of K-6 formal writing benchmarks and rubrics to be implemented during the 2019-2020 school year.

Implementation Step #2

Create informal benchmarks with a language lens to more frequently address students' language needs in a formative assessment venue. The Formative Assessment Writing Sub-Committee met on July 26, 2018 to discuss the direction of Phase 1 (research) for the 18-19 SY Writing Benchmarks. In September, the Formative Assessment Writing Sub-Committee will meet to develop the BOY Writing Prompt and corresponding rubric (Content and Focus). In the fall, the Intervention Team will provide professional development on how to instruct student population on the use of the language-focused rubric. In the fall, teachers will instruct students on the proper utilization of the language-based rubric.

Start Date 7/26/2018
End Date: 11/30/2018

ELA Curriculum Revision:

Conduct Phase I: Needs Assessment and Planning for ELA program.

Implementation Step #1

Gather information from faculty who attended professional development opportunities for sharing and research purposes. Surveys will be created to gather professional development sessions attended. A collaborative online resource will be created to update colleagues and District Curriculum Committee Members, as well as, facilitate a common vision of best practices.

Start Date 9/4/2018

End Date: 6/30/2019

ELA Curriculum Revision:

Conduct Phase I: Needs Assessment and Planning for ELA program.

Implementation Step #2

The Curriculum Review Cycle will be introduced to the faculty. The Superintendent will conduct a presentation on August 21st, reviewing the Draft of the Moniteau SD Curriculum Review Cycle. This document is included in the Dassa McKinney Faculty Handbook Team Drive. This document will be reviewed on the September 26th In Service Day while discussing the Comprehensive Plan.

Start Date 8/21/2018

End Date: 9/26/2018

Instructional Management Cycle

Phase I: Needs Assessment/Planning

In this phase, stakeholders begin with the study of the latest standards, research, best practices, and current trends in education. Surveys are conducted to gather insight on stakeholders' perceptions of current programming. Through the review of curriculum mapping (k-12) and data collected during program reviews, needs are identified. Further research is then conducted to develop a comprehensive understanding of exemplary programs to support program development.

Instructional Management Cycle

Phase II: Program Development

The first step in program development is to align with a research-based K-12 philosophy and latest state and national standards. The stakeholders' work to write scope and sequence documents that show alignment of standards to the curriculum. During this phase, a proposed implementation plan is presented to the School Board of Directors for review. Once reviewed, the stakeholders then work to develop a professional development plan.

Instructional Management Cycle

Phase III: Implementation

During this phase, the focus is on professional development related to new standards, scope and sequence documents, and development of formative and summative assessments. It is paramount that all stakeholders have an understanding and the support to implement new programming with fidelity.

Instructional Management Cycle

Phase IV: Assessment of Program Implementation

The focus of Phase IV is to assess the fidelity of program implementation. In order to refine the program, professional development is often differentiated and tailored to individual needs. Steps are taken to improve programming based on evidence.

Instructional Management Cycle

Phase V: Monitoring

During Phase V, the program is monitored and qualitative data is gathered to review fidelity of implementation. Continuous differentiated professional development is planned and implemented. Work during this phase is refined and improved.

Curriculum Review Cycle

	2018-2019	2019-2020	2020-2021	2021-2022
Phase 1	K-12 ELA Guidance/BCIT College & Career Library	K-12 Math Art FCS	K-12 Science PE, Health, & Safety Industrial Arts	K-12 Social Studies Foreign Language VoAG
Phase 2		K-12 ELA Guidance/BCIT College & Career Library	K-12 Math Art FCS	K-12 Science PE, Health, & Safety Industrial Arts
Phase 3			K-12 ELA Guidance/BCIT College & Career Library	K-12 Math Art FCS
Phase 4				K-12 ELA Guidance/BCIT College & Career Library

ELA Curriculum Revision:

Conduct Phase I: Needs Assessment and Planning for ELA program.

Implementation Step #3

Utilize the Daily 5 Leadership Team to build capacity of colleagues on differentiated instruction. A selected team of teachers was sent to the Daily 5, CAFE and Math Daily 3 conference in July. The team will create shared resources on Google Drive from the conference they attended. The team will lead a spring in-service session on the Daily 5, CAFE and Math Daily 3.

Start Date 7/16/2018

End Date: 6/30/2019