

Zitzman Elementary School  
School- Wide Program

#1. Planning & Review Team

The Principal, 2 Title Teachers, one representative from each grade level (K-5), and 2 parents meet monthly from October-February to prepare a needs assessment and refine the school wide plan.

# 2. Needs Assessment

The MVR-III School District evaluated academic programming and performance by analyzing local assessment data and demographic data, and Missouri Assessment Program (MAP) results and shared those results with the school board, administrators, regular and special education staff, and community members. In September, the stakeholder group consisting of elementary principal, testing coordinator, school counselor, psychological examiners, elementary regular education teachers, elementary special education teachers met to guide the improvement planning process.

The following data sources were used: Special Education District Profile, Adequate Yearly Progress, Meramec Valley School District, and individual MAP results for students, and local assessment data. The group analyzed the special education and at-risk incidence rates, the educational environment, district benchmark assessment data, and the MAP results for the past three years. Current regular education interventions were discussed including reading and math intervention for grades K-5. The district has four, three hour early release days and two full-days per year for staff professional development. The district uses Developmental Reading Assessment-2<sup>nd</sup> Edition (DRA2) three times per year with students in grades K-5.

The data analysis process revealed that the proficiency rate for all students, white students, and free and reduced students at Zitzman Elementary were below the target and below the growth level in communication arts and math. DRA2 data indicates that 51% of students are at benchmark at the beginning of the year and that 49% of students are below benchmark. Based on these findings, the stakeholder group hypothesized several root causes.

Staff are gaining experience in using data effectively to select research based instructional strategies or intervention services. The district has only begun to prioritize standards and create common assessments as a local data source. There is limited collaboration between regular and special education teachers focused on data analysis and instructional support. Teachers in grades K-5 use a guided reading system for the last five years, but are just beginning to have fidelity to the process. Teachers continue to learn about research-based instructional strategies in reading and in differentiated instruction. Teachers need to identify specific interventions to address the needs of students struggling in reading, which could allow for title and special education teachers to work with their students in the regular education classroom more and increase students time in the regular education environment. The protocols provide clearer expectations for administration of DRA2. Students are identified by the Rti process.

Based upon this hypothesis, the following prioritized needs were determined: 1. Build the capacity of teachers to use data to drive instruction, by providing time for teachers to work collaboratively to analyze

student work/assessment data and modify instruction. 2. Implementation of research-based differentiated instructional strategies and reading strategies through a systematic method in a tiered instructional support system (RTI) based on John Hattie's research.

# 3.  Professional Learning Communities. Date of Implementation: August 2006

Schoolwide PBS Date of Implementation: August 2011

Tiered instructional support: Universal screeners are used to identify students falling out of Tier I. Interventions are put into place. Students' progress is monitored; interventions are changed as necessary.

DRA2 data, Reading Theme tests, Scholastic Reading Inventory tests, iReady screenings are used to determine which students require interventions. The interventions are provided by the classroom teacher, a reading specialist, or an interventionist. The team of teachers meets monthly with the principal to determine the effectiveness of the intervention.

#4. In addition to MAP, district common assessments, Terra Nova (grade 2), and regular reading screeners are used to determine the success of students. Parents receive summaries from the Student Focused Intervention Team, reports from the iReady reports, Progress reports, report cards and frequent graded daily work.

#5.

- ✓ ESY
- ✓ Before and After School Tutoring
- ✓ Summer Programs and Opportunities: Library Summer Reading Program
- ✓ Other: School Library opened for family hours during the summer

#6. Starting with Kindergarten Roundup, parents and children are introduced to the idea of becoming college and career ready. The staff wears shirts displaying a college logo and discusses how this has affected their life. Students are screened and identified to meet with the counselor in small groups. Staff PD to include info for reciprocal teaching, feedback, Spaced vs mass practice, and meta-cognitive strategies (From John Hattie's research) Watch D.O.G.S. program to be implemented in the fall of 2013. (Dad's of Great Students Volunteer Program) ELL children have additional interventions as necessary.

#7. District teacher teams are creating assessments based on specific teaching strategies that are aligned to the Core Academic standards. Attendance is reviewed and celebrated at monthly character education assemblies. Positive Behavior Supports and Interventions are in place providing common language and behavior expectations building wide. This allows the focus to be on instruction, rather than disruptive behavior. Discipline reports are shared and analyzed during PLC.

#8. Teachers develop common assessments in district teams to match learning objectives and teaching practices. Data is analyzed by grade level teams and is used to make decisions about teaching. Teachers use the IBD reports to determine which skills need more of a focus. The benchmark for that decision is 80% and below. The skills are then referenced to core academic standards. Assessments are made/determined. The skill is retaught using an alternative strategy to students receiving lower than 75%. This year teachers in the next grade level observed each other administer the DRA2 and later had roundtable discussions about assessment consistencies. This vertical teaming provided valuable information regarding benchmark data for each grade level.

#9. Specific guidelines are followed per grade level benchmarks to determine which children receive interventions. The students scores (names) will be placed on the Rti triangle to identify Tier II and Tier III needs. Students qualifying for before or after school tutoring will have access to the iReady program

both at home and in the classroom in addition to during tutoring. A decision has been made to extend the school day at the elementary level starting in August of 2013.

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

- ✓ A translated version/translator
- ✓ Parent-teacher conferences
- ✓ Parents meetings..: upon request
- ✓ A detailed explanation sent home to parents

#11. HQ teachers

- ✓ Teachers are highly qualified with documentation on file
- ✓ Paras hired with Title I funds have at least 60 hours....

#12. Funds used to help meet HQ requirements

- ✓ The district has documentation to verify teachers are HQ. Certificates.....
- ✓ The district uses Federal funds for teachers to become HQ...: in 2011, our funds paid for paras to take the praxis. (delete if you don't want me to write this!)
- ✓ Other: No additional staff members will be hired that don't have 60 hours.

#13. Our building professional development focus is related to the Building Improvement Plan: Unpacking the Common Core State Standards, Guided Reading Strategies, Daily 5 management system focus, Collaborative Grant: Creation of assessments aligned to the CAS, PLC, Data teams.

#14. During interview screening, applicants' are asked to list certification held.

#15. Family involvement:

- ✓ Parents are involved in planning activities: serve on committees
- ✓ Parents are involved in implementing and evaluation activities: Parent surveys
- ✓ Parents are involved in school decisions. Survey data is drives future planning.
- ✓ Parents are provided with meetings and notifications concerning student progress.
- ✓ Other steps: We host grade level literacy nights. Pizza is served; hands on "make and take" literacy projects that require family interaction are the focus of the evening. Activities are based on CCSS. Families are invited to kindergarten round up, open house and curriculum nights. Families are invited to reading celebrations are held both during the day and in the evening. Community members come to provide support to the events: Children's Hospital-Asthma, health issues, Big Smiles Dental Clinic visits the school monthly to provide dental services to children that might not ever see the dentist. The dental team was the guest speaker at a PTO meeting.

#16. This is the Q you told me to leave blank. If I heard you wrong. Let me know.

#17. The plan will be posted on the school website this fall. We have a parent /community bulletin board in the main hallway it will be posted on. Parent reading tips and school tips in general are distributed through email, posted on the website and send home for families that do not have access to the Internet.

#18. Zitzman Elementary provides preschool for preschool children-grade 6. This helps the preschool children transition into the elementary setting. Parents as Teachers, preschool staff, district nurses, and speech and language pathologists work together to screen incoming kindergarten children as well as younger children. This data is used to balance class rosters, determine instructional needs for kindergarten classes and provide parents with skills for the family to practice enhancing kindergarten readiness. Students from area and local preschools visit and tour the elementary school the spring before starting school.

#19. Funds to establish/enhance Pre-K programs for children below the age of 6:

- ✓ The preschool will be involved in part of the School Wide program. Explain how the preschool programs will be incorporated: Pre-Kindergarten and Kindergarten teachers work collaboratively during grade level meetings to prepare children for kindergarten. Learning goal gaps are identified and a plan to change the focus is created.