

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2017-18

DELASALLE CHARTER SCHOOL (048923) - DELASALLE CHARTER SCHOOL (1970)

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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.

YaLonda Smith, Director of Academic Services; Kelly Lightcap, Associate Director of Academic Services; Rebecca Milner, Math Instructor; Kandis Booker, Parent; Dr. Elizabeth Sanders, Executive Director

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.

Strengths- due to DLS's at-risk population, a comprehensive on-site behavioral health service is offered. A holistic support system is in place to guide students as students are in need of a smaller personalized educational environment. DLS also offers day care services for young parents so their educational needs do not have to be interrupted.
Needs- Based on student achievement data it has been determined that a wider blend of instructional strategies (including the use of technology) is needed, an elevated instructional rigor is required, and additional instructional resource in math must be allocated.

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

Professional learning communities were launched during the 2015-16 school year

- Schoolwide Positive Behavior Support. Date of implementation

Comprehensive mental health services through Team of Care. Services have been included in the service delivery model for several years

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.
- Other: List planned intervention(s) and briefly describe.

DeLaSalle continues to use Edmentum's Accucess, a diagnostic assessment tool, to determine students' math and reading competencies in order to implement appropriate curriculum to meet the students' individual needs. DeLaSalle also continues to use student academic performance data to drive individualized instruction.

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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:

-Edmentum's Accucess diagnostic tool
-Formative Assessments developed collectively by teachers within their respective content areas

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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:

After-school tutoring is provided by DeLaSalle teachers; DeLaSalle Education Center partners with Youth Ambassadors, a local youth services organization, to extend learning time during the school year (Saturdays) and through the summer (Tues. - Thurs.; June - July). The Youth Ambassadors program provides instruction in areas such as language arts, fine arts, and career readiness. Programming occurs on the DeLaSalle Campus.

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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.

(aa) each student is assigned an academic/social counselor when enrolled - an Alcohol/Drug (Team of Care) Counselor is by request or referral from teacher or academic counselor
(bb) college and career speakers, college and career tours, FAFSA information, assistance in completing college applications, assistance in applying for scholarships, career interest inventory are included in post-secondary preparation efforts
(cc) students are able to enroll in DeLaSalle's career ed approved Culinary Arts programs; students are able to enroll in Introduction to Construction Trades.

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

DeLaSalle utilizes the following assessments:
-Accuccess
-End of Course (pre-test and actual)
-Monthly Formative Assessments

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 participate in the assessment process by developing, implementing, and evaluating the effectiveness of their respective content area common formative assessments and through their participation in data meetings to analyze mastery.

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:

Targeted support is provided to students who experience difficulty in mastering content. Support may occur during the school day as push-in/pull-out instruction provided by instructional staff and/or tutoring provided by community volunteers under the supervision of the Director of Academic Services. After school support is provided through tutoring by instructional staff.

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:

A letter is sent to each parent/guardian advising them of the assessment and a follow up letter is sent detailing the results. Parents/guardians are advised to contact the Director of Academic Services with questions or for clarification.

11. **III. Instruction by high quality professional staff**

The school is meeting the requirement regarding instruction by high quality professional staff by: (check all that apply):

- Teachers are appropriately certified 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:

12. How will federal funds be used to help teachers meet the certification requirements?

- The district has documentation to verify teachers are appropriately certified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- The district uses federal funds for teachers to become appropriately certified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc.
- Other:

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

Professional Development content areas include:

- Curriculum mapping
- Pacing guide development and implementation
- Workshop Model Lesson Cycle
- Lesson plan development and implementation
- Maximizing instructional time
- Culturally responsive teaching
- Developing quality assessments
- Developing common formative assessments
- Data analysis and use in instruction (Data Meetings)
- Classroom culture
- Crisis prevention and intervention

Professional development activities occur throughout the year both formally (e.g. professional development days, professional learning communities, data team sessions) and informally (e.g., classroom observation and feedback sessions).

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

Key personnel attend local college job fairs, advertising is placed on moreap.net, npconnect.org and the school's website. All applicants are required to participate in a rigorous screening and interview process conducted by a cross-disciplinary team.

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:

School Parent Contact signed upon enrollment states that two Parent Conferences will be held and attendance is mandatory. Once a year, Team of Care offers a Family Night with community programs attending and informing attendees about their particular programs.

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

The following services and programs will be coordinated and integrated in the school:

- Special Education
- Limited English Proficiency
- Migrant and Immigrant Children
- Children with Disabilities
- Neglected or Delinquent Youth
- Native American Children
- Homeless Children

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

The plan is distributed to all instructors at the beginning of the school year. The Plan is available on the school website and in the Administrative Office for parents to review during the school year.

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.

not applicable

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.

not applicable

Last Submitted Date: 11/7/2017

Approved Date:

Submitted by: Lightcap, Kelly

Approved By: CASH, DONNA