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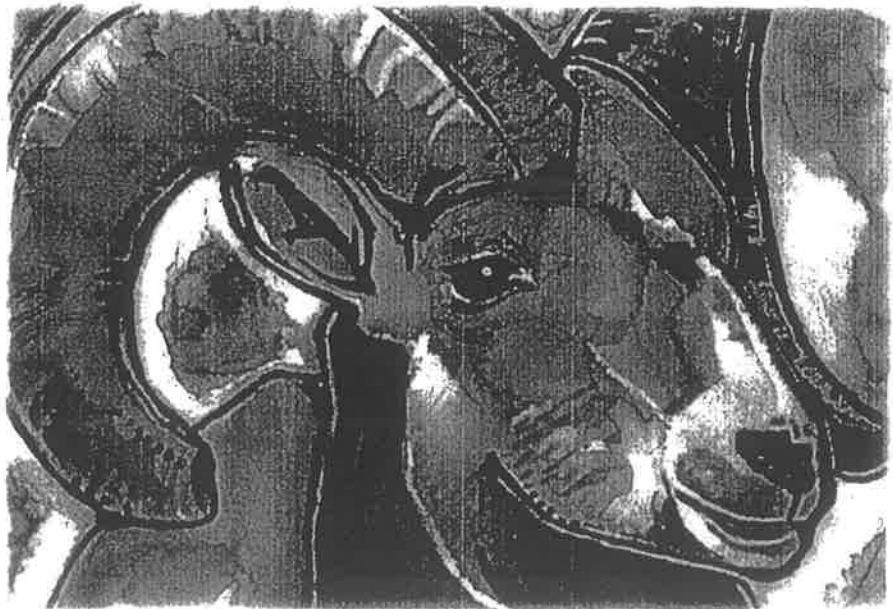
# Schoolwide Title I Plan

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1928

*CRAWFORD ELEMENTARY SCHOOL*

*908 5th Street, Crawford, Nebraska*

*HOME OF THE CRAWFORD RAMS*



### *CRAWFORD PUBLIC SCHOOLS MISSION STATEMENT*

*Crawford Public Schools, in partnership with our parents and community, will provide rigorous and relevant learning experiences, empowering each student to achieve their life's greatest potential.*

Ted Classen,  
Superintendent of Schools

Barb Edwards, Elementary  
Principal & Title I  
Coordinator

## **Title I Planning Calendar**

<b><i>Summer</i></b>	<b><i>Title I Schoolwide Plan made available on Website <a href="http://www.cpsrams.org">www.cpsrams.org</a> and copied as needed</i></b>
<b><i>August</i></b>	<b><i>Title I Schoolwide Plan available for staff</i></b>
<b><i>September</i></b>	<b><i>Open House and Annual Title I Presentation</i></b>
<b><i>Nov.-April 1</i></b>	<b><i>Title I Schoolwide Planning team and faculty Meetings to review/revise plan</i></b>
<b><i>April 1</i></b>	<b><i>Plan submitted for peer review</i></b>
<b><i>May</i></b>	<b><i>Plan submitted for adoption</i></b>
<b><i>June</i></b>	<b><i>Plan presented to Board of Education for approval</i></b>

## ABSTRACT

Crawford Elementary School PreK-6 is a School wide Title I Program during the 2014-2015 term. The district has had a Title 1 Schoolwide Plan that supported K-12 since 2001. Most recently, the plan has been changed to serve only the students of the Crawford Elementary School: PreK-6 with an average class size of 14, current enrollment of 124, 60% Free/Reduced lunch, 96% white, 3%Other and 9.8% mobility rate. The Schoolwide improvement program was developed by parents, community members, and staff with technical assistance from the Nebraska Department of Education and Crawford Public Schools District Administration. Data relating to student achievement was disaggregated and specific goals and programming were identified to support student improvement. The process has continued.

The schoolwide plan and project are integrated into the Continuous Improvement Plan which supports the AdvancedEd accreditation process. Every year, the School Improvement Plan has been updated based upon a review by the building staff of current data and research pertinent to the improvement of achievement. In the spring of 2014, Crawford Elementary participated in our External site visit in the final year of our Nebraska Frameworks CIP process. At that time, the school district's direction changed to a new cycle under the AdvancED CIP model. The district goals for the continuous school improvement model are integrated into the Title I schoolwide plan. Therefore, one plan identifies the needs of the children served and instructional strategies which are incorporated to support district goals.

The Crawford Elementary Schoolwide Title Plan has been reviewed and updated by staff, discussed with our parents, and reviewed at our Title Meeting in March, 2015. Our staff voted formally to support the plan with 100% participation.

Our three district and building goals are:

1. All students at Crawford Public Schools will meet or exceed a year's growth in Reading comprehension and Vocabulary development.
2. All Crawford Public School students will meet or exceed one year's growth in Mathematics.
3. All students at Crawford Public Schools will show a year's growth in Writing.

The strength of Crawford Elementary School's Title I Schoolwide Program has been the result of the efforts of all staff (17 certified staff members and 7 paraprofessionals) to provide a program which encompasses the needs of the children served by this attendance center. Our staff is dedicated to providing the best opportunities which address the educational, emotional, and social needs of our children and families.

Staff includes a Full-time Title 1 and Special Education teaching assistant. Classroom para-professional assistance is provided PreK-6. Reading and math and writing improvement are the identified CIP goals. Grades K-6 adopted a new reading program in 08-09 and a new math program was implemented K-6 in 10-11. Intervention resources for targeted students include the following: a full time reading intervention teacher, a full-time paraprofessional to support a minimum of 20 minute intervention time daily, weekly PLC meetings focusing on data and intervention, 4 week summer school, 21st Century

## SCHOOLWIDE PLAN

*Our Mission: "Crawford Public Schools, in partnership with our parents and community, will provide rigorous and relevant learning experiences, empowering each student to achieve their life's greatest potential"*

**2014-2015 Review Team Participants:** (Planning Meeting was held Sept. 23, 2014)

**NOTE:** Bold and \*indicate Planning Team Members present on March 26, 2015)

### Planning Team Members 2014-2015

Brian Prosser	Parent, Parent/Teacher Leader
*Misty Reid	Parent/Teacher Leader
Tonya Gibbons	Parent, Parent/Teacher Leader
*Phaedra Victory	Parent, Parent/Teacher Leader President
*Catie Limbach	Pre-K Teacher Parent/Teacher Leader
*Charlee Ebmeier	Primary Parent/Teacher Leader
*Laurie Miller	Primary Teacher Parent/Teacher Leader/RtI Leader
*Kerry Morava	Primary Teacher
*Alicia Robertson	Primary Teacher
*Ellen Gartner	Intermediate Teacher, RtI Leader
*Cindy Cook	Intermediate Teacher, Parent/Teacher Leader
*Julie Micheel	Intermediate Teacher, RtI Leader
*Tobie Underwood	Title I Teacher, Parent/Teacher Leader, RtI Leader
*Cherokee Kennedy	Librarian
*Barb Edwards	Title 1 Coordinator /Elementary Principal
Richard Taedter	District Superintendent
Julie Downing	ESU 13 Staff (Staff Developer)
*Viki Parker	21 <sup>st</sup> Century Learning Grant Site Coordinator Parent/Teacher Leader
*Jeanne Osmotherly	Library Para
*DeLisa Olson	Classified Staff
*Pam Tweet	Classified Staff
*Laurie Stewart	Classified Staff, Sondag Interventionist
*Shaun Howard	P.E. teacher/Tutor

### Staff Involvement:

Percent of staff supporting plan: 100% (March 26<sup>th</sup>, 2015)

## 1.1 Data Sources, Assessments and Descriptions

- NWEA MAP assessments Reading and Math Grades: K-6
- Nebraska State Assessment – Reading (NeSa-RMS) Grades 3-4-5-6
- Nebraska State Writing Assessment – Grade 4, 8 and 11
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) Grades K-1-2-3-4-5-6
- Student Attendance rates
- School Climate surveys from students, parents, and staff (para professionals, teachers, and administrators)
- Check4Learning
- Classroom Formative Assessments
- State Report card data on mobility

### Current sources of Needs Assessment and Data Descriptions

- **NWEA MAP and Primary MAP (Northwest Evaluation and Assessment Measures of Academic Progress) –**
  - Reading – K-1-2-3-4-5-6-7-8-9-10-11
  - Math -- K-1-2-3-4-5-6-7-8-9-10-11
  - Science – 5-6-7-8-9-10-11
- **NeSA (Nebraska State Assessment)**
  - Reading – 3-4-5-6-7-8-11
  - Math -- 3-4-5-6-7-8-11
  - Science – 5-8-11
- **DIBELS Next – Dynamic Indicators of Basic Early Assessment Skills (3 times per year grades K-1-2-3-4-5-6)**
- **Classroom formative assessments based on grade level standards and curriculum**
- **Climate surveys**
- **State of the Schools reports ([www.nde.gov](http://www.nde.gov))**

### Assessment Descriptions:

1. **NWEA MAP – (Northwest Evaluation Association Measures of Academic Progress).** NWEA MAP assessments are administered in the fall, winter, and spring in the content areas of Reading, Math, and Science. Scores are reported both as percentiles and a RIT score. Kindergarten -11<sup>th</sup> grade students participate in this assessment. More information concerning the NWEA MAP assessment may be found at [www.nwea.org](http://www.nwea.org).

- a. Percentile scores are divided into quartile performance categories as follows:
  - Beginning= (0-24<sup>th</sup> percentile)
  - Progressing= (25-49<sup>th</sup> percentile)
  - Proficient= (50-74<sup>th</sup> percentile)
  - Advanced= (75-99<sup>th</sup> percentile)

Percentiles are used as a method of comparison of one student to a much larger (think thousands) group. For example, a student performing at the 51<sup>st</sup> percentile would have a higher score than 50 percent of the other students taking the same test. A student with a percentile score of 98 would score better than 97% of the other students on the same test.

- b. RIT scores and scales – The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. It is designed to show the academic growth of a student across time. The scale is constant across grade levels 2-12. The Individual Student growth

## 1.2 Staff Development in Disaggregated Student Data and Analysis:

The school district provides staff development in the use of data analysis in order to make sound instructional and curricular decisions. An Annual District-wide review of assessments is provided in the fall by the Superintendent. This showcases the NeSA data from previous years and the current results. Data reports and student achievement results are compared to other schools using the NePAS and State of the Schools Reports from the Nebraska Department of Education. Comparisons in achievement levels, mobility, special education, gender, ethnicity, enrollment, poverty are all used by staff.

Professional Learning Communities are required. Two PLC teams meet at scheduled weekly meetings during the school day. Meetings are focused on assessment data, curriculum alignment, and student achievement.

Professional development opportunities are provided district-wide, ESU#13 and the Nebraska Department of Education support these opportunities at various times in the year.

1. **Professional Learning Communities (PLCs):** -Required participation in building Professional Learning Communities. Two PLC groups (Primary and Intermediate) meet at scheduled times during the school day. Meetings are focused on assessment data, curriculum alignment, and student achievement. The Data Team approach was piloted in the spring of 2009, and has since evolved into the broader PLC design. The PLC's are teacher led. The building Leadership team is responsible for developing a professional, collaborative structure to local staff development.
2. **Professional Development opportunities:** Participation in district-wide, ESU 13 and Nebraska Department of Education professional development opportunities as they are made available. The professional development is based on the district Continuous Improvement Plan 2013-2018 (TBD).
3. **Annual district-wide review of assessments:** Disaggregated data from the previous school year is reviewed as assessment results arrive. The data (DIBELS, NWEA MAP, NeSA, and formative classroom assessments) is available on the State of the Schools Report at <http://www.education.ne.gov>.
4. **Recording and Using Data:** All instructional and administrative staff members receive instruction and coaching in recording and using data at the appropriate levels to assist teachers in making sound data-based instructional decisions that support Title 1, School Improvement Grant requirements, classroom, building and district objectives.
5. **Data Comparisons:** Data reports and student achievement results are compared to other schools using the State of the Schools Reports in the Nebraska Department of Education website. Statewide data is available to anyone, but some district data is protected by to ensure confidentiality. Comparisons in achievement level, drop-out and mobility data, special education percentages and achievement levels, gender, ethnicity, student enrollment, staff to student ratio are examples of data comparisons used by staff. The website may be found at <http://www.education.ne.gov>.

## 1.3 Staff Qualifications:

All staff members administrating, teaching and providing instructional support at Crawford Elementary are highly qualified as specified in Federal NCLB Title 1 requirements. The district maintains records of staff qualifications and endorsements, attendance, experience, and professional development activities in the respective district and building offices.

## 1.4

## Para-professional Staff and Qualifications 2016-2017

Name	Assignment	Highly Qualified	Years of Experience
Jeanné Osmotherly	Library and Literacy	yes	24
Laurie Stewart	K, 1st, Souday	yes	7
Billie Drinkwalter	Targeted Interventions K-3	yes	1
Misty Lemmon	2nd Grade; 3rd Grade	yes	1
John Lemmon	Distance Learning Monitor; Elementary Music	yes	1

**Surveys/Awareness and Goals**

Surveys were conducted in September 2010 as one of the first steps in the Needs Assessment process. The data gathered became the new baseline for measuring growth in the areas of school safety and climate, student engagement, instructional practice and parent involvement.

Consultants from WestED implemented the surveys, recorded the results, and reported out to the staff, parents and community on October 18, 2010. Multiple sources of data were gathered in the survey process. Board of Education members, teaching staff, administration, parents and community members, and students were surveyed. The information was gathered the following ways:

- Interviews of administrators, and teachers by WestED Consultants
- Focus groups facilitated by WestED Consultants (para-professionals and parents)
- Paper-pencil surveys of students
- Paper-pencil surveys of parents
- On-line surveys of staff members
- Classroom observations by WestED consultants using the T4S observation protocol (Observations are ongoing by WestED staff for the next 3 years as a part of the SIG grant initiative)
- Building and district document and data analysis (examples: teacher evaluation forms, teaching contracts, teaching endorsements, and existing improvement plans)

Survey instruments were provided by WestED. The school was responsible for disseminating the parent surveys by USPS (1 survey for each child in the Elementary building), gathering the completed surveys, and returning them to WestED. The school communicated the on-line survey requests to staff and facilitated completion.

All elementary families were invited by a letter mailed to the home address to participate in the focus groups. Only 2 parents responded, the school divided the building alphabetically into 3 groups and randomly made phone calls to gather focus group participants. School staff members were not present in any of the parent focus groups or school board member interviews. Survey numbers and length of interviews are available at the district. (Teacher, parent, student, and administrator anonymity was protected throughout the needs assessment data gathering.)

## Section 2 - School-wide Reform Strategies

2.1 Use of Needs Assessment: Note: Cited from WestED Needs Assessment Report: "Crawford Elementary School has many strengths from which to build. It is in a good position to implement the SIG Transformation Model it has selected to turn around the school and improve student achievement. The SIG requirements and Crawford's status of progress are as follows:"

1. **Replace the Principal:**

- Crawford hired a new principal in July 2010.

2. **Use rigorous, transparent, and equitable evaluation systems for teachers and principals that are designed and developed with teacher and principal involvement and take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and on-going collections of professional practice reflective of student achievement**

- Crawford established a collaborative team to revise the teacher/principal evaluation process. The work began in August 2010. The new evaluation procedures will be implemented in 2011-2012. Student achievement data was incorporated into the process.

3. **Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.**

- Superintendent Leshner informed staff they will receive an award of \$2,000 in June 2011-12 and 13 if the entire school meets its goals as outlined in the Action Plan, and if individual teachers meet their goals in implementing the strategies and practices identified as part of the school-wide professional development plan and increasing student achievement.

4. **Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

- Crawford began to work with WestED's English Language and Literacy Acceleration (ELLA) project to increase student engagement in the classroom and develop academic vocabulary.

Crawford implemented professional learning communities (PLCs) to allow teachers the forum to work collaboratively to support effective teaching practices and promote student achievement.

As of 2012-13, the 3<sup>rd</sup> year of the SIG grant, the Reading and Math Curriculum has been aligned to the Nebraska Standards; formative assessments have also been created.



## 2.2 School-wide Plan and Strategies

As a small school district, Crawford has time and fiscal limitations which can affect offering a wide-variety of services. We offer basic, but well-managed strategies and programs for meeting the needs of all learners in the district. The advantage of the small school is the ability to know students on a personal level.

1. **Para-Professionals** –The use of paraprofessionals has been a SWP priority since implementation in 1999-2000. Due to diminishing student enrollment in the district, paraprofessionals are assigned to those classrooms exhibiting the most need, with priority being given to grades K-3. Para-professionals may be hired with Title 1, General, or Special Education funds. All paraprofessionals are available class-wide, for one-on-one help, or small group assistance. They work with all groups of students during the school day. Some paraprofessionals have special qualifications. For instance, one provides Sunday support to both primary and intermediate students in need.
2. **Accountability funds** have been used in the past to support after-school tutoring which is available by referral for all students K-6. Accountability funds were replaced with SIG (federal School Improvement Grant funds) from 2010-2013. Accountability and SIG funds have been used in conjunction with the 21st Century Schools grant funds which have been available since 2005-2006. Special Education funding and local school district funds also support the tutoring program. Supplementary Educational Services have been offered in the Elementary building since 2009-2010. The SES program provides targeted intervention programming to qualifying students after school and during the summer. Crawford Elementary school is an approved provider of SES services.
3. **Special Education/504:** Students with special needs are served by resource personnel, general educators, outside contract agencies, and support staff. The Student Assistance/RTI Team works closely with all staff to provide suggestions for intervention within the regular classroom. An educational psychologist, physical therapist, speech pathologist, occupational therapist, School Social worker, and school nursing services are available to work with staff and families in developing appropriate programs for all students. Staff members are encouraged to attend workshops and seminars that address the education of students with special needs. Special Education IEP objectives and classroom assignments are coordinated by the students' classroom teacher and resource staff, parents or guardians and administration. The implementation of the school wide plan supports the inclusive goals of the district.
4. **Multicultural Education:** Crawford Elementary PK-6, incorporates multicultural education into the general curriculum. Staff members are provided opportunities to participate in professional development opportunities designed to enhance multicultural education skills. Teachers monitor and address issues of bias, and use bias-free materials and methods.
5. **SAT/RTI:** The district provides a Student Assistance Team (SAT) comprised of the Elementary Principal, 7-12 Principal, and representative certified staff from both the elementary and Jr. /Sr. High Schools. The Principals serve as SAT Coordinators in the respective buildings. K-12 meetings are scheduled monthly, or as needed, while building meetings are held monthly to assure timely assistance to students. Staff members are oriented in the SAT referral and intervention process at the beginning of each school year. Staff members are given daily planning time to assure the coordination of educational activities. Personnel are available as tutors for students. The district uses the Nebraska State Department of Education and ESU 13 resources to assist with all educational needs.

## Section 5 - High Quality and Ongoing Professional Development

*The district supports quality staff development and believes it to be integral to a successful educational environment. Professional development training priorities are focused on areas of need determined by the Continuous Improvement Building Profile, NDE Rule 10 requirements and Federal NCLB requirements.*

Crawford staffs participate in professional development opportunities designed to support instructional practice and design throughout each year. Areas include, but are not limited to: Curriculum Alignment, Data-driven decision making, PLC development, the RtI process, 21st Century Learning, PBIS Behavior Supports, AdvancED.

Funds are allocated for staff to attend seminars, workshops, and conferences as available. Title I Accountability and other local funds supplement district professional development funds and are available with Administrative approval. All levels of staff are encouraged or assigned to participate in professional activities. Professional development appropriate to school improvement initiatives will be identified as priority opportunities.

Collaborations: The district sometimes uses faculty at area and regional colleges and universities, specifically, Chadron State College, the University of Nebraska, and Western Nebraska Community College for practical and technical assistance. In addition, the district makes extensive use of the regional Educational Service Unit 13 and the Nebraska Department of Education in the areas of Special Education, 504 planning, media resources, distance learning, professional development and student educational opportunities.

### *Planned Professional Development 2015-2016*

<i>Training</i>	<i>Area</i>	<i>Teachers</i>	<i>Para/Staff</i>	<i>Admin</i>	<i>Completed</i>
Book Study –	TBD	X	X	X	Introduce Fall, 2015 and Ongoing
Danielson Essential 8	Continuous School Improvement	X		X	Spring, 2016
Marzano's 9 Strategies	Continuous School Improvement	X	X	X	Spring, 2016
Explicit Instructional Strategies(EDI)	Continuous School Improvement	X	X	X	Spring, 2016

## Section 7 – Transition Plan:

### 7.1 Preschool to Kindergarten Transition

To assist students in the transition from home, Pre-K to Kindergarten, students attend a *Kindergarten Round-Up* visit in the spring. A parent orientation is held on the morning of the first day of school. Crawford Elementary has a full-day /all year Kindergarten program.

In January 2006, a Pre-School program was initiated as part of an Early Childhood Education Grant through the Nebraska Department of Education. The district participated as a member of the Highway 20 Consortia. The grant was a collaborative effort among school districts on Highway 20, Chadron State College, Head Start (Northwest Community Action Agency), private providers, Planning Region 12, and other related interests. There are two sections of Preschool classes in the morning and afternoon. Although grant funding has ended, but Head Start continues to provide an assistant teacher in the classroom, along with a share of supplies and materials, playground equipment and parent involvement programs.

Crawford provides a full-time, certified early childhood teacher, physical space for the Pre-School program and socialization activities. Head Start personnel meet with district personnel monthly to design a program suited to the needs of all children, including pre-school children with special needs. Prospective preschoolers visit the preschool room in the spring along with a Preschool parent meeting. Interagency meetings are held regularly for each child as needed. Early Head Start and Early Intervention services collaborate.

### 7.2 Transition between Grade Levels and Buildings

The Crawford Public School District is composed of two attendance sites, a PK-6 building and a 7-12 building. The School-wide Plan serves only the Crawford Elementary Building. Transition activities are embedded in the annual plans and activities of Crawford Elementary School. We work with transition between Pre-K and K programs, home to school, classrooms, entry into and out of Special Education and Intervention programs, other schools, buildings, and cultural environments.

Transition activities are based upon individual need (including special education, homeless, migrant, neglected and delinquent and cultural transition). We use a team-based approach. A student in need of a transition plan will be brought to the attention of the building principal, Student Assistance Team, Multi Disciplinary Team or Individual Education Plan team depending on the individual student's eligibility and identified need. Information gathered will determine the direction of the transition plan and provide services to best meet the needs of the student. The individual plan is created at an initial data and team input meeting facilitated by the Elementary Principal and the RtI Leadership and process. Goals are designed and a system of progress for evaluation of success is determined. Team decisions are recorded. The process includes outside agencies able to assist in plan development and implementation, the parents, student and relevant adults.

Team Considerations (Not limited to these sources)

1. Academic level of performance
2. Behavior reports
3. Health and safety needs
4. Psychological support
5. School, parent/guardian and student input

within the Professional Learning Community meetings. Adjustments to classroom and/or district instructional practices are determined by studying the data.

The District-wide report card and general district information is provided to the community annually when data is released from the Nebraska Dept. of Education. Copies are provided locally to businesses and are available to each family on request or via the Department of Education website, [www.nde.state.ne.us](http://www.nde.state.ne.us). The report is also posted on the district website [www.cpsrams.org](http://www.cpsrams.org). Per state regulations, Kindergarten, First Grade, and Second Grade students are assessed on the Nebraska Standards but are not part of the State reporting process.

## **Section 9 -- Strategies to Address Areas of Need**

### **9.1 Certified Staff Implementation**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Below are examples of opportunities for students.

**All day Kindergarten programming is supported by the School-wide Plan.**

**Preschool programming is supported by the School-wide Plan.**

#### **Early intervention programming**

**1.1 FTE Reading Intervention teacher:** The position provides reading and math intervention services for targeted students. Data and information sources used to identify students: DIBELS, classroom reading and math assessments, performance on formal assessments, PLC recommendations, and parent requests (after screening).

**2. Special Education and Speech Services:** Students who qualify for services receive support from staff based on the student's Individual Education Plan. A student must go through a referral process and individualized assessment to be placed in Special Education. The program is guided by Rule 51. An electronic copy may be found on the Nebraska Department of Education website: [www.nde.us.gov](http://www.nde.us.gov) under "R" Rules and Regulations. An electronic copy may also be found on the District website [www.cpsrams.org](http://www.cpsrams.org).

**3. Tutoring:** Services by qualified personnel are offered during and after the school day to provide students with individual or small group instruction. Tutoring is available in reading and math. Parents should contact the classroom teacher if tutoring services are desired.

**4. The Positive Behavior Supports Model provides behavior supports and expectations for all Crawford Public school staff and students.**

**5. A Response-to-Intervention Team (RtI) meets once monthly to address academic/social/emotional needs of students. Individual interventions are implemented and assessed and documented. Student-Assistance-Team (SAT) is also a part of this process.**

**6. A School nurse, contracted by the School district, assists through special programs. Promotes healthy lifestyles and specific health issues which impact learning.**

**7. Staff members participate in workshops to support medical needs of students.**

### 10.3

A variety of partnerships exist to support the Title I Schoolwide Plan with the integration of Federal, State, and local services and programs. A sampling of partnerships and volunteers include:

- ❖ Headstart
- ❖ Foster Grandparent Program
- ❖ Educational Service 13
- ❖ Chadron State College
- ❖ Community volunteers which include, but are not limited to: Ft. Robinson State Park, Crawford Public Library, Mike Kesselring-Cook Shack, Chadron State Park, Chadron State College, Crawford Museum, Dave Nixon: Mayor of Crawford, Dawes County Sheriff's department, Crawford Volunteer Fire Department
- ❖ After School Program