

**School Wide Plan
Hamilton School**

2010-2011



6-2-2010

Title I School Wide Program Plan

Date when Plan Implemented August 2010-May 2011 Plan Status: New Revised

School District Name:	<u>Monroe County School District</u>
Address:	<u>P.O. Box 209</u>
	<u>Amory, MS 38821</u>
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School Name:	<u>Hamilton High School</u>
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	<u>Hamilton, MS 39746</u>
Superintendent:	<u>Mr. Scott Cantrell</u>
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School Enrollment:	<u>689</u>
Grade Levels:	<u>k-12</u>
Free/Reduced Lunch %	<u>60%</u>



A. Planning Team

A school wide program is developed with the involvement of parents, licensed and non-licensed staff, administrators, and others who will carry out the plan. The planning team assumes responsibility for providing leadership during the planning and implementation of the school wide program. The planning team also assumes the responsibility to ensure that all stakeholders have an opportunity to provide input as the plan is developed.

Since parent involvement is a major element in Title I, parents should be included on this planning team. If the application is for a secondary school, students may be on the planning team. School and district Title I personnel must be included, also.

Note: An existing school improvement team could assume the planning responsibilities for the school wide program as long as this team includes representatives from the groups listed above.

Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant.)

Parents:	Sonya Cockerham, Sherrie Jones, Maggie McMillian, Grace Pickle, Sharon Sanders, Danny Washington, Danny Welch, Lisa Savage
Licensed Staff: <i>(include position)</i>	Sylvia Faulkner – High School Teacher and Title I Chairperson Rhonda Tucker – High School English Teacher – 9 th and 12 th Stacy Phillips - Elementary Teacher – First Grade Shawna Robinson—High School Math Teacher
Non-Licensed Staff: <i>(include position)</i>	Peggy House – High School Career Center Sharon Logan – Elementary Reading Lab
Administrators: <i>(include position)</i>	Mark Howell K-12 Principal Linda Reed K-6 th Elementary Principal
District Staff:	Brian Jernigan
Title I Staff:	Britt Jones
Community Members <i>(include position)</i>	Lisa Dement—Parent and Local Business Owner
Others: <i>(secondary students, etc.)</i>	Patsy Willis – Elementary Teacher Richard Clay – High School Student

B. School Wide Planning Summary

1. Briefly describe the process used to develop the school wide plan.

Each year based on the spring student, parent, and staff surveys goals and objectives are set for the following year. As a district, the Advisory Council was formed consisting of teachers, administrators, and parents from each school. The Advisory Council also serves the School Improvement Team. Meetings were conducted at the district and local levels to make relevant and timely decisions concerning the planning process as well as assessing each school's needs in terms of student progress, quality instruction, administrative efforts, professional development, safe school environment, and many other aspects of a school organization. (See meeting minutes and signature sheets). The school-level support team has proved to be an invaluable source throughout the planning process in guiding and directing the efforts of the concluded strategic school plan. In developing and gathering relevant and reliable data, a needs assessment was created for teachers and staff. Each assessment was distributed in February and the results were analyzed to determine areas of success and/or concern as related to all aspects of the school organization. A summary of needs is attached that outlines the results in terms of participation from each group and the areas of success and improvement identified by each group.

2. Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visits to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		Planning Team	All Staff	Parents
August 28, 2009	Review 2009-2010 program activities. Review district parental involvement.	+	+	+
December 11, 2009	Update information in School-Wide Plans using comprehensive needs assessment.	+	+	+
February 11, 2010	Identify school goals and objectives for 2010-2011 Evaluate 2009-2010 program activities and goals.	+	+	+
March 26, 2010	Professional Development Program Needs Assessment Summarize and analyze professional development topical surveys Summarize survey results from parents, students, teachers to continue identifying school goals and objectives for 2010-2011	+	+	+
May 18, 2010	Review county wide Title I document	+	+	+

C. Communication

The planning team should closely coordinate with the rest of the school community during the planning process. Regular communication contributes to the development and implementation of a school wide program plan that is supported by all stakeholders. In this section, describe the process used to communicate to all stakeholders and how feedback was obtained from the various stakeholders.

1. Briefly describe the methods that were used to inform the entire staff, parents, community and district of the school wide planning team actions.

Information is provided to staff through staff meetings, email and informal conversations; to parents and community members through newsletters, web postings, open houses, community-wide meetings; and to the district through completed reports. A time is given for all parents to review the School Wide Plan and the District Application before board approval. It will be posted on the District Web site, advertised in the local papers, and announced on the call system.

2. Briefly describe opportunities for feedback from these groups.

Feedback was encouraged throughout the year with special emphasis at Back to School Night, Open Houses and Report Card Nights. Stakeholders were encouraged to complete the Needs Assessment Survey. All Stakeholders were given the opportunity to express views and concerns, and no one expressed a lack of support.

3. What percent of the stakeholders supports the completed School Wide Plan? 100%

D. Technical Assistance

Use the following table to document the technical assistance you received during the planning year.

Supply the dates of meetings, the type of topic of assistance, and who provided the assistance.

Date	Provider	Type of Assistance
8-11-09	Federal Prog. Director	Review monitoring instruments, review agendas, 2010 SWP assistance
8-21-09	Fed. Prog. Director	Invitation sample letters for PAC
8-27-09	FPD	Time Line guidance
9-4-09	FPD	1%, ELL, Homeless, Migrant guidance
9-4-09	FPD	PAC and committee form guidance
1-4-10	FPD	Meeting Guidance on survey questions, monitoring instruments, Agenda 4
2-5-10	FPD	Parent involvement survey guidance
2-16-10	FPD	CNA data provided

2-19-10	FPD	Principal needs assessment
3-10-10	FPD	Assist with parent meetings
5-3-10	FPD	Assist with finalizing SWP for 2011
5-19-2010	FPD	Final SWP for 2011

COMPREHENSIVE NEEDS ASSESSMENT

This section summarizes the results of the comprehensive needs assessment conducted by the school planning team and staff.

1. Provide a brief description of your school and the community in which your school is located.

The Hamilton School student body consists of approximately 689 students: 15% Black, .0001% Hispanic and 85% White. The percentage of students qualifying for Free/Reduced Lunches is 60%. The community supports one industry (Tronox) and is largely agricultural. Hamilton has a few locally-owned businesses.

2. Describe the process used to collect and analyze data across the five-school wide planning dimensions: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.

Student achievement data is collected through state-wide testing reports, Test Tracker reports, report cards, teacher observations, and three-tier model referrals. Absentee reports, discipline reports, the master schedule, class enrollments and survey results are used to gather information about school organization and context. Professional development evaluation forms as well as faculty surveys are used to collect information regarding professional development, curriculum and instruction. In the spring of each year, a needs assessment survey is conducted to gather data from all stakeholders. Faculty, students, and parents are encouraged to fill out the surveys. Surveys may be completed on-line or a paper copy may be completed. The school improvement team studies the results and summarizes the data in order to prioritize needs for the following year.

3. Strengths and Areas in Need of Improvement: Use this section to summarize the key findings of the comprehensive needs assessment process. This section must be based on data gathered across the five dimensions in your Comprehensive Needs Assessment.
 - a) **Attach the Data Collection Worksheets and the Data Analysis Summary.**
 - b) Summarize the findings of the Comprehensive Needs Assessment by describing the strengths and weaknesses of your current program.

Strengths of the Current Program:

- Smart Board Technology in many classrooms supports active student involvement in studies.
- Elmo Technology
- Supplemental programs are used to practice for MCT2 and SATP assessments
- Textbooks are current and aligned to the state curriculum frameworks
- Core academics are emphasized in all grade levels
- Reading and Math supplemental programs provide skill practice
- Students have access to technology at every grade level
- Active Parent/Teacher Organization was started in the spring of 2009. All students' grades, attendance, and discipline records are on-line for parents and are updated in real time.

Weaknesses of the Current Program:

- Reading comprehension in each grade level needs to increase
- Students need more practice on assignments with higher DOK levels
- More parental involvement is needed in reading and math in all grades
- Teachers need more ideas/teaching methods associated with reading comprehension
- Same students are failing each of the state-wide assessments from year to year
- Discipline is not consistent throughout the building

4. Prioritization of Needs:

- a. Briefly describe the process used to identify your highest priority areas needing improvement.

Scores from state-wide assessments along with data collected from the spring survey of faculty, parents and students were evaluated to identify Hamilton School's highest priority areas for improvement. Data gathered was evaluated from the following reports:

Infraction report
Detention/suspension report
Infraction count report
Test tracker and AYP results
Zoomerang Survey Results

From this compilation of data, the committee selected areas of highest importance.

- b. Use the following table to list the highest priority areas needing improvement in each dimension. Reference specific data to support the identification of priority needs. If there are no needs in one dimension, indicate by entering “None at this time.”

K-6th GRADES

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	<ul style="list-style-type: none"> • Reading Comprehension • Guided Reading K-2 • Improve proficient and above level on MCT2 4th grade math 	<ul style="list-style-type: none"> • State-wide Test Scores • Faculty surveys • Universal Screeners
Professional Development	<ul style="list-style-type: none"> • Increase reading comprehension across the curriculum 	<ul style="list-style-type: none"> • Teacher input • Statewide test results • BM levels
School Context and Organization	<ul style="list-style-type: none"> • Assistant Teachers for grades K-2 • Smaller class sizes to increase one to one work with teacher 	<ul style="list-style-type: none"> • Teacher input • Surveys • Class enrollment
Curriculum and Instruction	<ul style="list-style-type: none"> • Year-round tutoring and/or additional certified teachers • Strategic teaching practices • Higher DOK questions 	<ul style="list-style-type: none"> • State-wide Test Scores • Teacher input • Teacher Tests
Family & Community Involvement	<ul style="list-style-type: none"> • Priority of school attendance all day • Parent volunteers for reading and math • Increase parent communication • Praise letters • More student recognition 	<ul style="list-style-type: none"> • Sign-out sheets • Faculty surveys

7th-12th GRADES

<p>Student Achievement</p>	<ul style="list-style-type: none"> • Academically weak students identified early to begin interventions, especially in Algebra I and English 	<ul style="list-style-type: none"> • State-wide Assessment Scores • Universal Screener Assessments by each teacher • ELS Test Tracker
<p>Professional Development</p>	<ul style="list-style-type: none"> • Consistent discipline throughout the building • Higher DOK questions 	<ul style="list-style-type: none"> • Faculty surveys • Parent surveys • Student surveys
<p>School Context and Organization</p>	<ul style="list-style-type: none"> • Transitioning from elementary to Jr. High school building and 8th to 9th grade. • Helpful and caring teachers 	<ul style="list-style-type: none"> • Teacher input • Student surveys
<p>Curriculum and Instruction</p>	<ul style="list-style-type: none"> • Pacing Guidelines • More resources for curriculum instruction • Bullying Awareness through Educational Programs 	<ul style="list-style-type: none"> • Staff Survey • SRO Officer
<p>Family & Community Involvement</p>	<ul style="list-style-type: none"> • Importance of regular attendance • Timely communication of student grades and/or behavior through Active Parent • Phone Logs • Praise Letters • Student of the Month 	<ul style="list-style-type: none"> • Sign-out sheets • Teacher input • Parent surveys • Student surveys

Inquiry Process

After determining the strengths and weaknesses of the current school programs, school wide planning requires that an inquiry process be conducted to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section, summarize the school's inquiry process and findings:

1. Describe how the team and staff investigated and selected the best scientifically based-research solutions. Include a description of how the staff:
 - a) Studied and investigated best practices and research
 - b) Visited and contacted successful schools and programs

The Title Team concluded solutions for the needs by the following:

- Evaluation of working and non-working elements with-in our school based on data and professional opinion surveys from staff, students and parents
- Reports provided by technology using the resource programs available in Reading and Math (Test-Tracker Data, Screeners, Children's Progress Zone, Study Island, and Sam6i Reports)
- US Department of Education's Institute of Education Sciences provides educators and the public with scientific evidence of what works in education
- Visited schools implementing comprehension programs, leveled reading programs and LLI program.
- Strategies That Work research
- What Works Clearinghouse
- 90/90/90 schools research

2. Summarize how your solutions match your priority needs.

Research based methods and materials to match the identified needs:

- Accelerated Reading and Math Resource Programs; research provided by Renaissance Learning for improvement in reading and math with interventions for success identified
- Class size Reduction teachers to provide more one-to-one instruction as well as cooperative grouping; research by What Works Clearinghouse
- Supplemental Resources for SATP: resource provided by MS frameworks test preparation through the use of Buckle Down MCT2, Coach, USA Test Prep, Readers' Workout, and Enrichment Plus SATP2 to target specific sub skills.
- Professional Development for new textbooks focusing on the MS Framework , DOK, Literacy and Comprehension Strategies
- Guided Reading matches our focus on benchmark levels and differentiated reading instruction.
- Leveled Literacy Intervention will target struggling readers in lower grades.
- Reading across the Curriculum will assist with increased comprehension.
- In school and after school tutoring to target additional needs of strugglers

- UNRAAVEL Strategies to assist with reading comprehension

School Wide Program Strategies

A. Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. Remember that school wide programs encourage systemic change. The instructional program strategies should be based on the results of the Inquiry Process, and on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation.

A school wide program must: NCLB 1114(b)(1)(B)

- Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement
 - Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum
 - Include strategies that meet the needs of historically underserved populations
 - Includes strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population
 - Provide instruction by highly qualified professional staff
 - Provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards
- 1) Describe the key components of the math and reading instructional program of the school. Describe how the mathematics and reading instructional programs will be organized and delivered in your whole school.

Reading

Hamilton uses a basal reader K - 8th grade. Additionally, in grades k-2 we use guided reading processes along with leveled books and assessed benchmarks. Students identified as “at risk” via progress zone, A.R., and the benchmark levels are given intervention using Leveled Literacy Intervention. For students in 7th and 8th grade that are minimal in reading, they are placed in compensatory reading. Accelerated Reading is used for students primarily in elementary and Junior high. Grades k-3 utilizes an intergraded reading approach each day. In grades 7 + students have one class period for either language arts or English as required by MDE. Further, all students in grades 3-8 are provided weekly practice/remediation on reading software through Study Island in a computer lab. Students in grades 7+ are provided weekly practice/remediation using USA Test Prep Software in a computer lab. All students in grades 3-12 engage in strategic activities teaching comprehension across the curriculum. Students are instructed in UNRAAVEL procedures for increasing reading comprehension.

Math

Hamilton uses an adopted basal for all students in grades K-8. Students in grades 3-8 are given weekly practice/remediation using Study Island. Extra math and reading instruction is provided through an Academic Enrichment lab under the supervision of a lab technician.

Both programs are taught by highly qualified teachers in large group, small group, and individual focus groups. The supplemental resources previously mentioned provide remediation as well as further targeted instruction on the sub skills students need extra support. Tutors are provided for students who fail to make gains in reading and/or math. Students in grades 3-12 are instructed in UNRAAVEL procedures for increasing math reading problem comprehension.

Reading and Math programs are taught by large group, small group, and focused guided groups. Pre-assessments are used to determine strengths and weaknesses of the students. The supplemental resources generate practice to target the weaknesses and to build skills while allowing upper level students the space to excel in their growth. Use of peer instruction, cooperative learning and study buddies is also effective methods used. Through teacher observation learning styles are identified along with communication with former teachers. Interventions must comply with a students learning style.

Supplemental Programs:

- **Reading:** Sing, Spell, Read and Write
AR-Accelerated Reading
Buckle Down MCT 2
Coach MCT 2
Framework: Practice Test
Reading Assessment/Pearson Learning

**Intervention Reports/Renaissance Learning
Learning Strategy Classes
Smart Board Interactive Technology
Pam Duke strategic lesson activities in all English, History, and
Social Studies classes daily
K-2 Guided Reading
Study Island
USA Test Prep
Title and After School Tutors
Elmo Technology**

- **Math**
 - AM- Accelerated Math**
 - A-Plus Math**
 - Buckle Down MCT 2**
 - Math Facts in a Flash**
 - Math U Assessment**
 - Learning Strategy Classes**
 - Framework Practice Test**
 - Smart Board Interactive Technology**
 - Study Island**
 - USA Test Prep**
 - Title and After School Tutors**
 - Elmo Technology**

- 2) Describe the research based or evidence of effectiveness that supports the strategies you have selected.

Research promotes quality practice, guided instruction, and early intervention as components to successful learning. Through analysis of test data weaknesses can be identified and instruction can be targeted for successful student growth. The computer generated resource programs identify weaknesses and target interventions. Evidence of effectiveness will be measured by Progress Zone for grades 3-8, Benchmark Assessments for K-2, and USA Test Prep for grades 9-12. In addition, classroom grades as well as state tests will be used as evaluation instruments.

- 3) Include suggested school instructional schedule.

Hamilton Elementary School Teachers

1. Kindergarten: Patty Dahlem/AT Kristina Thompson All Subjects
2. Kindergarten: Debbie Holloway/AT Cristy Davis All Subjects

3. 1st Grade: Lindy Atkins/ AT Carolyn Coleman All Subjects
4. 1st Grade: Amy Bales/AT Linda Blevins All Subjects
5. 1st Grade: Stacy Phillips/AT Kay Howell All Subjects
6. 2nd Grade: Britt Jones All Subjects
7. 2nd Grade: Patsy Willis All Subjects
8. 2nd Grade: Kim Honnell All Subjects
- 2nd Grade ATs Marie Preston and May Bryan All Subjects
9. 3rd Grade: Frances Dixon Math, Science, Social Studies
10. 3rd Grade: Bridget Hatcher Language, Science, Social Studies
11. 3rd Grade: Elaine Lofton Reading, Science, Social Studies
12. 4th Grade: Betty Berry Reading, Science, Social Studies
13. 4th Grade: Amanda Blanton Math, Science, Social Studies
14. 5th Grade: Vicki Dobbs Reading, Language, Social Studies
15. 5th Grade: Brenda Towery Math, Science, Social Studies
16. 6th Grade: Annette Jones Reading, Math, Social Studies
17. 6th Grade: Rana Richmond Reading, Language, Science
18. Discover: Deborah Herndon All Subjects
19. SPED: Debbie Earnest All Subjects
20. SPED: Anita Mattox All Subjects
21. SPED: Heather Hunt/Spec. Needs Ass. Henri Slade All Subjects
22. Speech: Kristen Truelove
23. Braille Translator: Nan Gordon
24. Music: Robyn Winders
25. Physical Education: Jason Cobb
26. Lab Tech: Sharon Logan
27. RN: Lisa Imel

Elementary Principal: Linda H. Reed

Elementary Basic Schedule

7:20am-8:10 Breakfast

8:10-10:30 *Instructional Time

10:30-12:15 Lunch

12:15-3:04 *Instructional Time

*Instructional Time Includes Subject Area, PE, Music, Art, Library, Computer Lab

4) Describe the components of the instructional program that will meet the needs of special populations. These can be services during the school day or extended learning time opportunities.

- Describe how services will be provided for your special education students.

- Describe how services will be provided for your English Language learners.
- Describe how timely assistance and services will be provided for your struggling learners.

English Language Learners are first identified through the Home Language Survey. Once identified as an English Language Learner, the student will be assessed with WIDA. If ruled ELL, the student will be given appropriate learning strategies to work toward proficiency in English. Communication will be in native language, if requested.

Services are provided for Special Education students through the use of inclusion teachers. Self-contained classes with Special Education Teachers are provided for the students who meet the Severe Profound Classification. Certified teacher taught Learning Strategy classes provide remediation in reading, English and math for grades 7-12. Elementary students receive remediation through use of integrated extra curricular classes: music, PE, Computer Lab, and Library. Assistant Teachers provide small group and one to one tutoring as well as supervision of mentoring. Parental involvement is strongly urged for every struggling student.

Should the above interventions prove to be unsuccessful the 3-Tier Process is moved to the next tier level. Resource books provide intervention suggestions to target specific characteristics both academic and behavioral. The books are: Behavior Intervention Manual, Teachers Resource Guide Second Edition and PRIM (Pre-Referral Intervention Manual). If a child reaches Tier 3 due to failure to thrive after interventions the child will be tested, with parental permission, for a learning disability.

For struggling learners, students are monitored on a monthly basis, or more frequently, depending on need. Once identified, these students are given extra help through tutoring services. Tutors are provided through the day to work one-on-one with struggling learners, using a variety of resources. SATP tutoring is available to all students after school in Algebra, English, History, and Biology. Compensatory Reading and Math classes are offered to students who are struggling. Further, MCT2 and SATP instructional software will be utilized to help with specific sub skills.

Interactive Smart Boards in classrooms stimulate interest in students, and encourage students to actively participate in learning. Students work on both teacher-created materials utilizing the Smart Board software and through Study Island and USA Test Prep, as well as having access to a wide variety of internet-based learning programs. Students also work individually in the computer lab during regular class time and during activity periods in the computer labs using Study Island and USA Test Prep.

Directions for Developing the Action Plan

B. School Wide Program Action Plan

The School Wide Program Action Plan must be based on the results of the needs assessment and the inquiry process. The Action Plan can serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation of the school wide plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

MATHEMATICS IMPLEMENTATION/ACTION PLAN

Measurable Mathematics goal:

In the spring of 2010, the percentage of 5th, 6th, 7th and 8th grade students meeting or exceeding the state mathematics performance standards will increase by 5% from the previous year. Scores on the SATP Algebra I test will also increase over scores from the previous year.

School profile data which relates to this goal: Spring 2009 and Spring 2010 MCT2 and SAPT2 math scores will be used to compare each group of students.					
Description of how student progress toward this goal will be measured: (local math assessments) MCT2 Report Summary, Report Cards, Classroom Test, Progress zone, Study Island reports and Accelerated Math Objectives Mastery Report					
Description of procedures for reporting student progress toward this goal to parents: Progress Reports, Report Cards, Parent Conferences, AM Objective Reports, MCT2 Results, SATP2 Results					
<u>Strategy, Method, or Action</u> What will you do	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies To Support this Goal					
Use Early Intervention	Teacher	August 2009 To May 2010	Math U Access. A Plus Math Math Facts in a Flash Buckle Down MCT2 MS Framework Accelerated Math Tutoring Study Island USA Test Prep	MCT2 Spr. 2010 SATP2 Spr. 2010 Teacher Tests Progress Zone	MCT2 Spr. 2010 Universal Screeners SATP2 Tests Study Island Reports
Use Math U	Teacher				
Use Algebra I USA Test Prep	Principals				
Use Study Island software to target weak sub skills					

<u>Strategy, Method, or Action</u>	<u>Who is Responsible?</u>	<u>Timeline</u>	<u>Resources</u>	<u>Evidence</u>	<u>Evaluation Methods</u>
What will you do?	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?

<p>Professional Development To support mathematics</p> <p>Math Adoption/MS Framework</p> <p>Grade area planning/meetings</p> <p>Pam Duke Reading Strategies to help with comprehension</p> <p>Larry Bell UNRAAVEL strategies</p>	<p>Mark Howell Linda Reed</p>	<p>August 2009 To May 2010</p>	<p>Time</p>	<p>Student success each grading period</p> <p>Lesson plans Implementation forms</p>	<p>Grades Lesson plans</p>
<p>Parent Involvement Activities To support mathematics</p> <p>Open House</p> <p>Report Card Night</p> <p>Parent Conferences</p> <p>Active Parent on SAM6i-call system</p> <p>Grading System</p> <p>PTO Meetings</p> <p>Meetings to discuss course requirements and test requirements for MCT2 and SATP2</p>	<p>Mark Howell Teachers</p>	<p>August 2009 To May 2010</p>	<p>Quiet place to complete homework</p> <p>Active Parent</p> <p>PTO</p> <p>Open House</p>	<p>Parent support for academic activities and completion of assignments</p>	<p>Parent Feedback</p> <p>Parent sign-in sheets, and evaluation forms by principals</p>
<p>Organizational/Scheduling Strategies</p> <p>Schedule time in computer lab</p>	<p>Teacher</p>	<p>August 2009 To May 2010</p>	<p>Computer Lab</p> <p>Controlled classroom environment for</p>	<p>Flexible schedule implemented</p>	<p>Increased time in lab based on sign in sheets and progress on software</p>

Climate/Behavior Strategies Provide an organized, safe environment for learning instruction	Teacher Mark Howell Linda Reed	August 2009 To May 2010		Rules of conduct Reduction in discipline referrals Smart track results	Discipline referrals Number of fights
Other: (please specify)					

READING IMPLEMENTATION/ACTION PLAN

Measurable Reading Goal:

In the spring of 2010, the percentage of 4th-8th grade students meeting or exceeding the state Reading performance standards will increase 5% over the MCT2 Spring 2009 test assessment. The SATP2 Test scores will increase 5% over the 2009 test assessment scores.

School Profile data which relates to this goal:

Spring 2009 and Spring 2010 MCT2 Reading scores will be used to compare each group of students. 2009 and 2010 SAPT2 data will be used.

Description of how student progress toward this goal will be measured: (local reading assessments)

MCT2 Spring 2009 and Spring 2010 Language Arts scores and Progress Zone Screeners will be used to compare each group of students. USA Test Prep scores will be used to monitor continued progress.

Description of procedures for reporting student progress toward this goal to parents:

Progress Reports, Report Cards, Parent Conferences, Reading Assessments (Sing Spell), Monitoring and reporting Guided Reading Practice to the Parent, Progress Zone Screeners, USA Test Prep scores

<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the leadership to assure	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?

Instructional Strategies to support reading					
Use Early Intervention through RTI	Teacher	August 2009 To May 2010	Basal Reader	MCT2 Spring 2009	Star Reports
Identification of weaknesses via screeners	Teacher		Accelerated Rdg.	Star Reports	Nine week report cards
Use information from RTI and Screeners to provide intense sub skill lessons	Teacher		Quick Reads Assess.	Quick Read Report	Reading tests via quick reads
UNRAAVEL methods by Larry Bell	Teacher		Pacing guides	Mastery of MS Benchmarks	Universal Screeners
Multi-media to instruct	Teacher		Library	Progress Zone	
Leveled Literacy Intervention in prior grades to build skills			Study Island	Class grades	
		Sing Spell			
		Pam Duke Reading Plan—Reading Across the Curriculum			
		Star Assessment			
		Larry Bell UNRAAVEL			
		Interactive Smart Boards			
		Projection Media			
		LLI			

<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Professional Development To support reading via in-district and out-of-district training	Mark Howell Linda Reed	August 2009 To May 2010	AR Interventional Training Manual Pam Duke Reading Program	Student Achievement marked by increased reading comprehension: 100% of goals and 90% accuracy Lesson plans Implementation forms	AR Diagnostic Reports and MCT2 test data from teachers Progress Zone Screeners
Parent Involvement To support reading program through monitoring homework assignments Hold MCT2 and SATP2 nights	Parent	August 2009 To May 2010	Quiet place to read and complete homework Reading Books Active Parent PTO	Achieve 90% on assessments with consistency while increasing NCE Growth increasing reading level growth Agendas, signs	Star Report Pre/Post Scores Diagnostic Reports MCT2 Test Data Parent evaluations
Organization/Scheduling Strategies to support reading Provide Guiding Reading Instruction times	Teacher	August 2009 To May 2010	Computer Lab Library Controlled	Achieve 90% Correct 100% Goal Achievement NCE Growth	Star Report Pre/Post Scores Diagnostic Reports

Provide small/large group instruction			Classroom Environment	Increased Reading Level Growth	MCT2 Test Data
Provide time in Computer Lab					
Climate/Behavior Strategies to support reading Provides an organized safe environment for learning instruction	Teacher Mark Howell Linda Reed	August 2009 To May 2010	Controlled school campus/classroom free from interruptions	Achieve 90% or Above Correct 100% Goal Achievement NCE Growth Increased Rdg. Level	Discipline referrals Smart Track results
Other: (please specify)					

C. Monitoring and Evaluation of Student Progress

1. Briefly describe the uniform local assessments the school will use to monitor student academic progress during the school year for each grade level.
2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.

Common school wide assessments include: Tests, Benchmark Reading assessments K-2, Children’s Progress Reports K-2, Progress Zone Screener 4-8, Study Island Subskill Post-Test 3-8, and USA Test Prep 9-12. Every 3 weeks progress reports are sent home to parents by the students to report progress. Active Parent allows parents a real time review of grades. At the end of grading periods a Report Card is issued to each student reporting academic standing, behavior, and absences. Math and Reading Reports in grades 1st-6th are sent home as skills are tested.

Monitoring student progress as each skill is evaluated provides immediate feedback to identify struggling students to the parent and teacher. Identification will be done as previously mentioned. Assessments will be reviewed each nine weeks at a minimum. Students that are falling behind or not meeting the benchmarks will be identified and provided immediate intervention based on specific subskills using tutors, teachers, and volunteers to assist.

D. High Quality Staff and Professional Development

A school wide program is required:

- To provide instruction by highly qualified professional staff;
- To support intensive and sustained professional development; and
- To include teachers in decisions regarding the use of assessments in order to provide information on student performance, and how to improve students’ performance and the overall instructional program.

NCLB requires that teachers in core subject areas and assistants who instruct in core subject areas must meet the highly qualified staff requirements or be working towards meeting the requirements.

Include the professional development plan for the entire school. Regardless of the funding source, all professional development activities should be included, because a school wide program is a whole-school effort.

Professional development activities should support the school wide program goals and activities. Teachers, paraprofessionals, specialists, and administrators should be involved in the training activities. Include a tentative training schedule, if possible.

1. List the professional development activities the school will engage in to implement the school wide plan. If the team has created a professional development calendar, **include the calendar**.
2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.
3. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

A reading specialist has been secured for 2010-2011. Monthly faculty meetings for common planning will be held throughout the year.

August 2, 2010	
August 3, 2010	School Level Meeting: Parent and Student Orientation
August 4, 2010	District Opening Session
October 11, 2010	

February 21,2010	
April 15, 2011	
May 20, 2010	School Level Meetings

Professional Development is aligned with needs identified as priorities in addition to ensuring that each teacher is Highly Qualified. Each staff member is required to complete an evaluation and implementation form after each professional development workshop. The Professional Development activities for the 2010-2011 year align with our goals in that each segment of the Development Calendar ties with an identified need. The Orientation training, Test Score review, Test Tracker training, Parental Involvement Plan training, the Strategic Teaching and Guided Reading training will all prepare each teacher to contribute to implementing our goals. All faculty and staff are presented opportunities throughout the school year to improve, suggest, create, learn and implement new teaching skills and strategies, and given through the Professional Development activities the opportunity to collaborate with colleagues in our school and in our school district.

E. Parent and Family Involvement

One of the advantages of the school wide program is the opportunity to use Title I resources to support activities for all parents. These activities should relate to the student academic goals as much as possible and should include activities that parent’s value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

The school wide program must: (NCLB Sec.1118 (d))

- Create effective involvement of parents and conduct conferences with the parents of students who have not met academic standards, and
 - Incorporate use of the parent-school compact, **which must be attached to this plan.**
1. Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning. These strategies should be also found in the Action Plan.
 2. Briefly describe the process used to develop and implement the Parent Compact.
 3. Describe the process used to meet with parents of students who have not met academic standards.
 4. Attach a copy of the school/parent compact in relevant languages.

Meaningful parent involvement is critical for our educational facility. To increase parental involvement activities are conducted throughout the year to encourage parents to come to the school to be involved in their child’s world, the school world. Provide activities to foster involvement are, but not limited to:

- a. Meet the Teacher Night
- b. Open House-- August 2010
- c. Field Trips
- d. Book Fair Parent Night
- e. Awards' Day-- May 2011
- f. School Lunch Week
- g. Grandparents' Day
- h. IEP Meetings—April 2011 (May be called through the year at parent request or upon new student admission or change in status)
- i. Parent Teacher Conferences—any time through year at request of parent or teacher
- j. Teacher /District Web Sites
- k. Red Ribbon Week—Spring 2011
- l. Student/Family Reading Fair
- m. Orientation for 7th and 8th Grade Parents and Students
- n. E-mail Access
- o. Parent Call Notification System used for all events
- p. MCT2 test information nights
- q. SATP test information nights

The Parent Compact was developed via the school improvement committee. The PAC consists of teachers, parents, students and community members. The committee meets annually review and revise the school compact. This compact is made available to the parents and students in the handbook, which is distributed and reviewed at the beginning of the school year. The Parent Compact was developed to document a commitment by the parent, student, teacher, and the principal to work together as a dedicated team to strive for the education of the student. Each year the contract is signed and dated by the participants. The contracts are kept on file at the school in the office.

When the student is not meeting academic progress, the teacher or the parent may request a conference. Teachers are provided in their schedule each day time to hold parent conferences. Teachers are also available before and after school as needed. Systematic contact is made with parents frequently during the year through graded papers, AR/AM Reports, Progress Reports, Report Cards, and phone calls. Students' failure to achieve is monitored through the Three Tier Model Referral System and students are moved up each level as appropriate.

F. Coordination

1. Describe how the school wide program will coordinate transitions for preschool children into primary, where appropriate. Head start, Even Start, Pre-Kindergarten must be addressed, if applicable.

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.
3. Describe on-going coordination with other community programs and agencies.
4. Describe district support for the school wide program implementation. Include activities and/or strategies for coordinating the school wide program with other district and school improvement efforts.

Day care and Head Start programs are our transition programs prior to Kindergarten. Both agencies are welcomed into the school system to spend time in a class, to play on the playground, and to experience a cafeteria lunch. The daycare and other upcoming kindergarten visitors are invited to move through the day as kindergarteners. Curriculum used in the Kindergarten is shared with these agencies and when the students come to “big” school they are familiar with the routine expected as well as the parents.

K-6th grade is considered elementary at Hamilton. To make the transition smoother for our students advancing to seventh grade we start in the 5th grade rotating teachers. In sixth grade we change classes, learn to keep up with assignments, and bring the right materials (books) to class. By changing 4 times a day students are preparing to change multiple times in seventh grade. Before school begins each year, we host Orientation Nights for upcoming 7th graders and new 8th graders and their parents, to introduce them to the Middle School curriculum, teachers, building, bell schedule and locker placement. We also offer a high school orientation before school when schedules are passed out to students and parents, which introduces upcoming 9th graders and their parents to our High School curriculum, teachers, buildings, bell schedule, requirements for graduation and testing schedules. High school utilizes the 4 X 4 block schedule. Students who attend college will be better prepared to utilize their time and stay attentive in longer, more intense settings.

GELI professional development for daycare workers is required three times per year. Kindergarten teachers support certified centers by providing strategies and materials of curriculum.

One of our greatest assets is the public library. The librarian was a substitute teacher. Being exposed to the curriculum and expectations of the school she designs summer experiences to greater expose the students to reading, science, and history. Football, baseball, and basketball programs outside the school encourage working together, team pride, spirit and healthy students. Local community leaders through Vacation Bible Schools and Boy Scouts enhance character education.

District support is given and maintained by semester meetings to coordinate the districts’ efforts and monitor and adapt information as needed. Meetings are called as frequently as needed.

G. Evaluation and Ongoing Program Development

1. Describe how and when the ongoing implementation of the school wide program will be evaluated and adjusted as needed.
2. Describe the process to be used by the school and district to annually review and update the school wide program plan to ensure that progress is being made toward the goals of the plan.

The school wide plan is a work in progress. In order to maintain the development of the program it must be watched closely for needed adjustments. Just as students are not consistent because learning is not consistent we have to watch for the curve balls and make adjustments as needed. Flexibility is the key word. Hard core changes are needed every time we have research data that sheds new light on our programs and needs.

Every year the data is gathered: parent surveys, staff surveys, test scores, discipline and absentees. Each school reviews its data. Areas of strengths and weaknesses are noted in the data for each school in the district. Plans and resources are implemented to combat the weak areas and to continue to strengthen the stronger areas. Again, the key is monitoring the effectiveness of programs and implementation of the curriculum. Principals are a key factor in all staying on task.

Fiscal Requirements

Fiscal Resources

One of the advantages of the school wide plan is the opportunity to combine funds and programs. Reauthorization permits school wide programs to incorporate funds from state, local, and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population for each of these programs. To create a well-designed school wide plan it is imperative to know which funds are available to the school.

School Wide Programs are required to describe:

- How Title I funds and funds from other sources will be used to implement the school wide plan
- How Title I funding will supplement state and local funding

MCSD plans to maintain current programs, update, and replace key components of our eclectic strategies. Funds from the district, building funds, student activity and federal funds will be utilized for accomplishing this goal. Math and Language Arts have been the primary emphasis in addition to a focus on subject area courses. Additional curriculum resources including, hardware, and software will be purchased using federal and district funds. New science labs have been implemented and new calculators have been purchased in addition to resource books to increase student achievement.

Funding Sources

List all federal and state sources of funds allocated to this school wide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Funding Source	Amount	Describe how funds will support School Wide Program goals
General Education:		
Title I, Part A	\$88,081	CSR teacher, tutoring, P.D., instructional supplies, instructional technology hardware and software
Title I, Part C	0	
Title II, Part A	\$13,171	Professional Development, CSR
Title II, Part D	\$844.88	Select teacher tech. workshop
Title III	0	NA
Title IV	0	
Title V	0	NA
Title VI	0	NA
Other	0	

A. Uses of Funds
Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table on page 17, Fiscal Requirements, will be used to support the school wide plan.
2. Provide evidence that Title I, Part C Migrant and/or Title IX American Indian Parents have given consent to use Title I, Part C and/or Title IX in the school wide program (if applicable).
3. Complete the School Wide Program Budget Summary on the following page. (excel worksheet #7, *School Budget Summary*, for each school)

Reminder:

Districts are required to demonstrate (NCLB 1120A Fiscal Requirements):

- **Maintenance of Effort** with state and local funds in school wide programs,
- **Supplement not Supplant** and
- **Comparable services**

Supporting Data For the School Wide Plan

- **Data Collection Sheets**
- **Summary of Survey Data**
- **Summary of Relevant Assessment Data**
- **Prioritization of Needs**
- **School Instructional Schedule**
- **Professional Development Calendar**
- **School Parent Compact**
- **District Parental Involvement Policy**
- **School Parental Involvement Policy**