

**Hatley School
Schoolwide Program Plan**

**Mississippi Department of Education
Office of Innovative Support**



2010-2011

6-2-2010

Title I Schoolwide Program Plan

Date when Plan Implemented _____ Plan Status: New Revised _____

School District Name:	<u>Monroe County</u>		
Address:	<u>P. O. Box 209/1619 25 North</u>		
	<u>Amory, MS 38821</u>		
Federal Program Director:	<u>Brian Jernigan</u>		
Phone:	<u>(662) 257-2176</u>	FAX:	<u>(662) 257-2181</u>
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School Principal:	<u>Van Pearson</u>		
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E-Mail Address:	<u>vanpearson@mcsd.us</u>		
School Name:	<u>Hatley Attendance Center</u>		
Address:	<u>60286 Hatley Rd</u>		
	<u>Amory, MS 38821</u>		
Superintendent:	<u>Scott Cantrell</u>		
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MDE District Contact:	<u>Patrice Boone</u>		
School Enrollment:	<u>982</u>		
Grade Levels:	<u>K-12</u>		
Free/Reduced Lunch %	<u>59%</u>		

Introduction

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide planning team should decide which focus areas are most essential to reform the school. Although additional factors may be added to the profile, those listed below significantly impact student achievement, and at a minimum, the schoolwide planning team should assess the school's current status with respect to each of them. Some questions that will help the team know what information to collect are listed after each factor. The Mississippi Department of Education considers these factors the "five dimensions."

Each dimension listed below is followed by a list of fundamental questions that must be addressed in the planning of your comprehensive needs assessment and through out the development and implementation of the schoolwide program:

- D1. **Student Achievement:** How well are students attaining the challenging academic standards set by the State and school district? What are school completions or mobility rates? How many students are making smooth transitions from one school to the next? Is there a reduction in the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?
- D2. **Curriculum and Instruction:** What are teachers and administrators doing to ensure that teaching methods are up-to-date and the curriculum reflects state, local, and national content standards? What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?
- D3. **Professional Development:** Are there on-the-job opportunities for teachers to participate in meaningful professional development? Do teachers select the professional development opportunities available to them? What topics attract the largest groups of participants? Who participates? What follow-up takes place? Are teachers working in a collaborative effort as team members and mentors? What instrument can reliably assess the extent to which teachers are collaborating? What can be done to further promote and enhance collaboration among teachers?
- D4. **Family and Community Involvement:** In what ways are parents and the community involved in meaningful activities that support student learning? How are parents and the community involved in school decisions? Are health and human services available to support students and encourage healthy family relationships? If families speak languages other than English, are school messages communicated in those languages? Do services for families include students with disabilities, both physical and educational? Can parents develop their own parenting skills or gain access to other educational opportunities through the school?

D5. **School Context and Organization:** How large are classes? Is adequate time devoted to subjects in which students perform poorly? Do teachers have a voice in decision making and school policies? What role do teachers have in deciding what assessment will be used to evaluate individual students of the program as a whole? Do school committees and decision making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard? Are all groups apart of solutions to identified problems?

SCHOOLWIDE PROGRAM PLANNING

A. Planning Team

A schoolwide 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 schoolwide 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 parental 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 also be included.

Note: An existing school improvement team could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed in the chart below.

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

Position	Name of Team Member
Parents:	Lee Davidson K-6 Deandra Smith K-6 Teresa Johnson 7-12 Chris Barker 7-12 Richard Aldridge 7-12 Bert Wright 7-12 Amanda Taylor K-6 Dean Hudson K-6
Licensed Staff: <i>(include position)</i>	Heather Hathcote - 1 st grade teacher Cathie Wilkinson – 3 rd grade teacher Shannone Hudson- 6 th grade teacher Gaylynn Cantrell – Jr. High teacher Susan Murray – High School teacher
Non-Licensed Staff: <i>(include position)</i>	Liz Cantu (Enrichment Lab Technician)
Administrators: <i>(include position)</i>	Amy Henley(Elementary Principal) Scott Beddingfield (Jr. High School Principal) Jeffrey Brooks (High School Principal) Van Pearson (Attendance Center Principal/Lead Principal)

District Staff:	Brian Jernigan
Title I Staff:	Kenya Talley Cindy Bray Lalana Glasgow
Community Members (include position)	Rick Sizemore –local business owner Chris Barker –local business owner Phil Faulkner- local businessman
District Homeless Liaison:	Brian Jernigan
Others: (secondary students, etc.)	Thomas Ray (High School Student)

B. Schoolwide Planning Summary

1. Briefly describe the process used to develop the schoolwide plan.

The school formed a school level support team consisting of teachers, administrators, students and parents to direct decisions and planning efforts. Meetings were conducted at 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, students and parents. 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 copy of each survey is on file). A synopsis of the needs assessment data 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		
		plng. team	all staff	parents
September 2009	Review current Parent Involvement activities /policies; Ensure documentation of all parent activities are being kept. Review current staff development activities and plans; Ensure documentation of all activities are being kept	X	X	X

December 2009	Review/assess progress of remedial programs; Ensure Title V activities for spending funds are being fulfilled	X	X	X
Feb. 2010	Comprehensive Needs Assessment	X	X	X
March 2010	Meet with PAC and have title I annual meeting	X	X	X
April 2010	Conduct yearly program evaluations; Conduct survey of professional development	X	X	X
May 2010	Update School-wide plan data	X	X	X

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 schoolwide program plan that is supported by all stakeholders. In this section, describe the process used to communicate with 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 schoolwide planning team actions.

Communication to school personnel was conducted through faculty meetings, e-mail communications, and informal conversations. Information was disseminated to the community and parents through Open House and other school-based events, newspaper articles, website postings, and other classroom newsletters. District Federal Programs Director presented district level federal programs information concerning allocation of funds, goals and activities at PTO/parent meetings.

2. Briefly describe opportunities for feedback from these groups.

Information was solicited from staff, parents, community and district personnel through on-line surveys and open forum discussions. Each group was given opportunities to provide written or verbal feedback for consideration.

3. What percentage of the stakeholders supports the completed Schoolwide 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, who provided the assistance, and the type of assistance.

Date	Provider	Type of Assistance
7/09	Federal Programs Director	Review Federal programs with principals
8/09	Federal Programs Director	Review Monitoring instrument, review committee form, review agenda sheets
8/09	School Committee Meetings	Review 2010-11 Goals and activities; Review and reset strategies; review professional development; review parental involvement activities; remedial programs
9/09	Federal Programs Director	Provide an indicator list that corresponds to the monitoring instrument

11/09	School Committee F.P Chair	Review monitoring box and update all documentation review parental involvement policy (parents invited) Review Survey Questions
11/09	Federal Programs Director	Review 2009 SWP, Review 2010 activities and plans, monitoring instrument
2/10	Federal Programs Director	Review documentation box, Review monitoring instrument (bring survey changes to meeting)
3/10	School Committee F.P Chair	Evaluate 2010-11 Professional Dev. Plans and Parental Involve. Activities; Update Profile; Identify New Goals; Prioritize New Goals
3/10	Federal Programs Director	Resent agendas, question/answer session
4/10	School Committee F.P Chair	Complete Data entry in SWP; compile test summaries; Compile P.D. plans and P.I. activities
5/10	Federal Programs Director	Review and finalization of SWP and documentation

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.

2.

The Hatley School District covers approximately 200 square miles and has a population of about 7,000. There are 982 pupils enrolled in grades K-12. The enrollment consists of 59 black students, 915 white students, 5 Hispanic students, and 3 Asian students. Most of the students are classified as rural and are transported at public and private expense. The Hatley faculty consists of 73 certified members, 37 percent having a Master's Degree and 8 percent having a Specialist Degree. The Hatley area is largely agricultural. However, there are very few farm families. Most people of the district are employed in nearby Amory and Aberdeen where the leading industries are ITT, Weyerhaeuser, Georgia Gulf, Mueller Brass, Cooper Tire, and Tronox Chemical Corporation. The population and enrollment of Hatley has remained steady.

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

A needs assessment survey was conducted in February 2010. The results of this survey as well as data analysis of standardized test scores, input from administrators and teachers, MSIS attendance and discipline reports, SAMS 6i, and recommendations from the Mississippi Department of Education were used to identify needs. Therefore, all goals and objectives are based on identified needs for academic/instructional based programs. The comprehensive needs assessment was designed to effectively give results on all aspects of the school organization. Once analyzed, this data highlighted successes and shortcomings in existing programs. As a result of these findings, the following efforts will be implemented to enhance or continue successful programs and to increase effectiveness of existing programs as identified in need of improvement. All efforts will be implemented keeping in mind the district goals and the need to add cohesiveness to efforts of all federal, state, and school-level programs.

4. **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:

<p>K-6</p> <ul style="list-style-type: none"> • Class size • Consistent Code of Conduct • Student performance in 3rd grade reading/language arts and math • Professional Development applied in content areas • Pacing guides and grade level planning • Parental Involvement & communication <p>7-12</p> <ul style="list-style-type: none"> • Performance on all SATP • Professional development in content areas • Consistent Code of Conduct • Block Schedule • Departmental meetings to plan and assess curriculum • Parental Involvement & communication

Weaknesses of the Current Program:

<p>K-6</p> <ul style="list-style-type: none"> • Student achievement in science • Lack of hands-on experimental teaching strategies in science • Reading Comprehension Skills • Reading/LA grades 5-6 • Math grade 5 <p>7-12</p> <ul style="list-style-type: none"> • Student Achievement in 7th and 8th grade • Proficiency in English II SATP (multiple choice) • Reading Comprehension • IEP Subgroup Reading/LA grades 7-8
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4. Prioritization of Needs:

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

The committee collects MCT2/SATP data, needs assessment information, and AYP data to determine the highest priority areas needing improvement. Teacher, administrator, parent and student input is also taken into consideration when prioritizing.

- 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-6) Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	<ol style="list-style-type: none"> 1. Student Performance in science grades 1-6 2. Student performance in reading comprehension 3. Student performance in reading/LA in grades 5-8 including IEP subgroups 4. Student performance in math grades 5-7 5. Increase % of students scoring proficient and advanced in 3rd – 6th Grade on MCT2 	5 th grade MCT2 Scores Faculty Needs Assessment; S.T.A.R. testing; Teacher observation AYP data from (09-10)
Professional Development	<ol style="list-style-type: none"> 1. Teachers Need Training Opportunities in reaching at-risk students and differentiated instruction. 2. Teachers need more time during staff development days for planning and preparing in the classroom. 	Needs Assessment Survey
School Context and Organization	<ol style="list-style-type: none"> 1. Infusion of technology into lower grades through interactive SmartBoards and computers 	Needs Assessment Survey

Curriculum and Instruction	<ol style="list-style-type: none"> 1. Improve and develop science curriculum (3-6) 2. Address Reading in All Grades for Struggling Readers 3. Address deficit in IEP subgroups performance in reading/LA grades 5-8 4. Address deficit in performance in math 5-7. 	MCT2 Scores/Report Card Teacher Feedback Needs Assessment AYP data from (09-10)
Family & Community Involvement	<ol style="list-style-type: none"> 1. More one-on-one conferencing 2. Increase graduation rate 	Student/Faculty Needs Assessment MSIS yearly report

(7-12) Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	<ol style="list-style-type: none"> 1. Increase % of students scoring proficient and advanced on all SATP 2. Increase % of students scoring proficient and advanced in 7th/8th Grade on MCT2 3. Student performance in IEP subgroups in reading/LA in grades 7-8 	MS Report Card (08-09) MCT2 Scores from MS Report Card (08-09) AYP data (09-10)
Professional Development	<ol style="list-style-type: none"> 1. Additional Training that is subject-area specific 2. Additional Training in Differentiated Learning 	Faculty Needs Assessment
School Context and Organization	<ol style="list-style-type: none"> 1. Lack of scheduling advanced students together in math classes after Algebra I 2. Time scheduled for remediation for 7th/8th grade 	Teacher Feedback
Curriculum and Instruction	<ol style="list-style-type: none"> 1. Challenge advanced students 2. Reaching “At Risk” Students (specifically 7th, 8th, 9th Grade) 3. Student performance in IEP subgroups in reading/LA in grades 7-8 	Student Needs Assessment MSIS Promotion Report (09-10) AYP data (09-10)
Family & Community Involvement	<ol style="list-style-type: none"> 1. Reduce Dropout Rate 2. More one-on-one conferencing with parents 	MSIS Yearly Report Dropout Rate Student/Faculty Needs Assessment

Inquiry Process

After determining the strengths and weaknesses of the current school programs, schoolwide 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 administration and planning team used various means of concluding solutions to needs. The following is a description of the means utilized: 1) Consensus of what has worked successfully within our school in the past years (based on data and professional opinion); 2) reference of research and reports providing by vendors of materials (Renaissance Learning, Fountas & Pinnell, Reading Across-the- Curriculum) in terms of methods and resources implemented through reading and math programs; 3) consultation with the National Staff Development Council standards for effective strategies; 4) reference to the national technology standards for teachers, students and administrators. In addition, the Planning Committee also verified other methods and concepts implemented through the What Works Clearinghouse. (This website is operated by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education). It is our intention to begin more references to this database as well as site visits of other local school districts with similar educational system characteristics.

2. Summarize how your solutions match your priority needs.

The primary research-based methods and materials used to match the school's identified needs are as follows:

- Computer Academic Software for math and language enrichment (ex-Study Island) to target specific sub skills for enrichment/remediation
- Guided Reading program for K-2. (Fountas & Pinnell) to differentiate reading instruction
- Reading across the curriculum initiative & resources to implement strategies of increasing reading comprehension 3-12
- Class Size reduction (past successes and WWC research on effectiveness of smaller class sizes) to provide more one-to-one instruction and cooperative grouping
- Supplemental resources for core academics (research provided by vendors of test preparation materials as well as methodology of targeting groups with curricular skills)
- Tutoring (intervention research for at-risk students) to provide additional assistance to strugglers,if funds are available
- On-going and practical Professional Development opportunities (research on teacher involvement in relevant topics of classroom application)
- Accelerated Reading & reading materials (research provided by Renaissance Learning for improvement of reading achievement)
- Interactive SmartBoards and computers in Math and Language classes to promote student involvement via multimedia
- Larry Bell *The 12 Powerful Words* strategies to reach at-promise students



Schoolwide 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 schoolwide 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 schoolwide program must: *No Child Left Behind Section 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
 - Include 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 programs of the school. Describe how the mathematics and reading instructional programs will be organized and delivered in your whole school.

Reading

Hatley 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

Hatley 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.

2. Describe the research based or evidence of effectiveness that supports the strategies you have selected.
 - The evidence of effectiveness is improved performance in the reading and math classroom and an overall increase test scores on the MCT2 and SATP. Research and training of Leveled Literacy Intervention has provided much data about the success of this reading component that we implemented. Children’s progress, reading benchmarks in k-2, and Progress Zone results will provide additional evidence of effectiveness as well as deficient sub skills.
3. Include suggested school instructional schedule.

See Appendix (Attachment #1).

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.

Special Education students are served through inclusion, one self-contained elementary class, and compensatory reading and math classes. A certified teacher is employed to tutor special education students and to serve home bound students. When designated by IEP, personnel are provided to assist and accommodate needs of individual students. IEP subgroup in grades 5-8 in Reading/LA are being targeted using these methods. Monthly special education departmental meetings are being held to help address the needs of these students.

- Describe how services will be provided for your English Language Learners.

Information/communication will be provided in a student/parent's primary language when necessary. Need is identified through the registration process and demographic data. Once identified via Home-Language Survey, these students will be tested with the WIDA. Appropriate instructions will be provided based on the assessment results to work toward proficiency in English.

- Describe how services will be provided to students that receive services from the Homeless Education program.

Homeless students will be identified records updates, teacher/staff referrals and will have full and equal opportunity to succeed in school. Additional supplies/services will be provided as needed and available.

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

Timely assistance and services are provided through the Tier process, compensatory classes and individualized academic interventions by teachers and tutors. LLI, Study Island, USA Test Prep, earobics, etc, will be used as appropriate. As needed, parent meetings will be held to further develop and implement interventions. Interactive boards in many classrooms will encourage student participation of all students, especially strugglers.

Directions for Developing the Action Plan

B. Schoolwide Program Action Plan

The Schoolwide 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 schoolwide 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 2011, the percentage of 5th grade students meeting or exceeding the state Mathematics performance standards will increase from 70% to 75% as measured by MCT2.

School Profile data which relates to this goal: (most recent Math MCT2 data used to create baseline for above academic goal)					
Description of how student progress toward this goal will be measured: (local math assessments) Web-based assessment programs (Study Island/Progress Zone) are being used.					
Description of procedures for reporting student progress toward this goal to parents: progress reports, report cards – 3 contacts per grading period; AIM parental notification system					
<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?
<u>Instructional Strategies</u> To Support this Goal					
1. meet across grade levels by subject area (3-8)	Principal/Teacher	Fall 10 – ongoing	MDE state frameworks	MCT2 test scores	Teacher Feedback
2. Implement enrichment activities through the academic enrichment lab	Computer Enrichment Lab Technician	Fall 10 – ongoing	Software – for ex-Study Island	MCT2 test scores	MCT2 test scores
3. Tutoring will be offered for at-risk students (grades 3-8)	Principal/Counselor	Fall 10	Teacher Lesson Plans; Teacher-Created Materials	MCT2 test scores	Teacher Feedback/MCT2 Test Scores

4. Continue the UNRAAVEL math strategy in grades 3-12	Principal	Spring '10 - ongoing	<i>The 12 Powerful Words</i> by Larry Bell	MCT2 test scores	Teacher Evaluations/ MCT2 Test Scores
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<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?
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<p>Professional Development To support mathematics</p> <p>1. Teachers will be trained to integrate technology into their curriculum using SmartBoards</p> <p>2. Teachers will continue to meet to strengthen the scope and sequence of the math curriculum</p> <p>3. Teachers will be trained in Reading Across the Curriculum strategies</p> <p>4. Teachers will be trained In Larry Bell's <i>The 12 Most Powerful Words</i></p>	<p>Administrators</p> <p>Administrators</p> <p>Pam Duke</p> <p>Administrators</p>	<p>Fall '09 – ongoing</p> <p>Fall '09 – Ongoing</p> <p>Fall '09- Ongoing (monthly)</p> <p>Spring '10 - ongoing</p>	<p>Continued and more in-depth training in using SmartBoard</p> <p>State Frameworks</p> <p>Resources provided by trainer</p> <p><i>The 12 Most Powerful Words</i> by Larry Bell</p>	<p>Teacher evaluations</p> <p>MCT2 test scores</p> <p>MCT2 test scores</p> <p>MCT2 test scores</p>	<p>Teacher Evaluation MCT2 test scores</p> <p>MCT2 test scores</p> <p>Teacher Evaluation MCT2 test scores</p> <p>MCT2 test scores</p>
<p>Parent Involvement Activities To support mathematics parents will be informed through MCT2 parent night and will be provided with a list of pertinent websites and online resources and parent resource sites</p>	<p>Administrator/ Teachers</p>	<p>ongoing annually</p>	<p>MDE Website and other websites Online resources that support the text</p>	<p>Parental needs assessment</p> <p># of Parents in attendance</p>	<p>MCT2 test scores</p> <p>Parental Needs Assessment</p>
<p>Climate/Behavior</p>					

<p>1. A reward system will be developed to recognize advanced students.</p> <p>2. Transition orientations will be established for 7th graders and 9th graders.</p> <p>3. Orientation for preschoolers will be established.</p>	Administrator/Teachers	Annually (January)	Awards	MCT2 scores	MCT2 Scores Informal evaluation of positive atmosphere, etc.
	Administrator/Counselors	Annually (May)	Brochure with pertinent information	MCT2 Scores Graduation Rate	Parent, Student, Teacher Needs Assessment
	Administrator	Annually (May)	Parental Information Brochure	Easier Transition to School Environment	Observation and Teacher Feedback
<p>Organization/Scheduling</p> <p>Special education teachers will meet monthly as a department to address specific needs.</p>	Administrator	November '09 - ongoing	IEP's Testing Accommodation	Growth on AYP for this subgroup	AYP 10-11
<p>Other: (please specify)</p>					

READING IMPLEMENTATION/ACTION PLAN

Measurable Reading Goal:

In the spring of 2011, the percentage of 7th grade students meeting or exceeding the state Reading performance standards will increase from 50% to 64% as measured by MCT2 assessment.

<p>School Profile data which relates to this goal: (most recent Reading MCT2 data used to create a baseline for above academic goal)</p>					
<p>Description of how student progress toward this goal will be measured: (local reading assessments, S.T.A.R. testing, Study Island, Progress Zone)</p>					
<p>Description of procedures for reporting student progress toward this goal to parents: Every 3 weeks using progress reports, report cards, and AIM parent notification system.</p>					
<p><u>Strategy, Method, or Action</u> What will you do?</p>	<p><u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><u>Timeline</u> When will this strategy or action begin and end?</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><u>Instructional Strategies</u> To support reading</p>					

1. Implement Reading Across the Curriculum (3-12) 2. In-School Tutoring for At-Risk students (grades 3-8) 4. Compensatory reading classes will be offered for at-risk students (7-8) 5. Implement the UNRAAVEL strategy in grades 3-12	Administrator/ Teacher	Summer '09 – ongoing	Pam Duke – training	MCT2 Scores	MCT2 Scores
	Administrator/ Teacher	Ongoing	Teacher Lesson Plans; Teacher-created materials; Fountas & Pinnell LLI resources; SRA resources	MCT2 Scores 9 Wks. Checklist	MCT2 Scores 9 Wks. Checklist
	Administrator/ Counselor	Fall '09 – Ongoing	<u>Coach</u> materials; Teacher Created Materials; Study Island	MCT2 Scores	MCT2 Scores
	Principal	Spring '10 - ongoing	<i>The 12 Powerful Words</i> by Larry Bell	MCT2 Scores	MCT2 Scores/ Teacher Evaluations

<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 <u>leadership</u> 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</p> <p>1. To support reading the teachers will be trained in reading-across-the-curriculum (3-12)</p> <p>2. Teachers will be trained in Larry Bell's <i>The 12 Powerful Words</i></p> <p>3. Teachers will be trained to integrate technology into their curriculum using SmartBoards</p>	<p>District Curriculum Coordinator Administrator; Pam Duke Administrators</p> <p>Administrators</p>	<p>Spring '09 – ongoing</p> <p>Spring '10 – ongoing</p> <p>Spring '10 – ongoing</p>	<p>Resources provided by trainer</p> <p>Administrators</p> <p>SmartTech Representatives</p>	<p>Increase student performance in reading on MCT2</p> <p>MCT2 Scores</p> <p>MCT2 Scores</p>	<p>MCT2 Scores Teacher Evaluations</p> <p>MCT2 Scores</p> <p>Teacher Feedback MCT2 Scores</p>
<p>Parent Involvement</p> <p>1. To support reading an MCT2 Parent Night will be scheduled</p> <p>2. Keep parents informed weekly through group email</p> <p>3. AIM system is used to keep parents informed</p>	<p>Administrators, Teachers</p> <p>Administrator, Teachers</p> <p>Administrators</p>	<p>Fall '09 – ongoing</p> <p>Fall '09 – ongoing</p> <p>Ongoing</p>	<p>MDE Website Enrichment Lab</p> <p>MCSD Website</p> <p>SAMs software</p>	<p>Increase in student performance in reading</p> <p>Increase in student performance in reading</p> <p>Increased parental communication</p>	<p>MCT2 Scores</p> <p>MCT2 Scores</p> <p>Needs Assessment</p>
<p>Organization/Scheduling Strategies</p> <p>1. to support reading students will visit to the academic enrichment lab and library</p> <p>2. Special education teachers will meet monthly</p>	<p>Teachers & Lab Technician & Librarian</p>	<p>Spring '08 – ongoing</p>	<p>Software; Monthly thematic/author displays in library (lower & upper level)</p>	<p>Increase in student performance in reading</p>	<p>MCT2 Scores</p>

as a department to address specific needs	Administrator	November '09 - ongoing	IEP's Testing Accommodations	Growth on AYP for this subgroup	AYP 2010-11
Climate/Behavior 1. A reward system will be developed to recognize advanced students. 2. Transition orientations will be established for 7 th graders and 9 th graders. 3. Orientation for preschoolers will be established.	Administrator/Teachers	Annually (January)	Awards	MCT2 scores	MCT2 Scores Informal evaluation of positive atmosphere, etc.
	Administrator/Counselors	Annually (May)	Brochure with pertinent information	MCT2 Scores Graduation Rate	Parent, Student, Teacher Needs Assessment
	Administrator	Annually (May)	Parental Information Brochure	Easier Transition to School Environment	Observation and Teacher Feedback
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.

A universal screener will be used 3 times a year. Children's Progress will be used in K-3. Progress Zone will be used in grades 4-8. Fountas & Pinnell benchmark assessing is done 3 times a year in grades K-2. Uniform term assessments are given K-6.

2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.

The screener will identify the bottom 5% of students to be placed in Tier II and provided with appropriate interventions through the use of tutors, compensatory classes, teacher's assistants.

D. High Quality Staff and Professional Development

A schoolwide 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 and paraprofessionals 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 schoolwide program is a whole-school effort.

Professional development activities should support the schoolwide 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 implement to develop the schoolwide plan. If the team has created a professional development calendar, include the calendar. *See Appendix (Attachment #2)*
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. *See Appendix (Attachment #2)*

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.

Reading specialists have been employed by the district to provide training and support for teachers. To address weaknesses in math and science, pacing guides have been developed. Monthly departmental meetings are held to strengthen scope and sequence in math and science. Teachers complete follow-up forms & evaluations with each professional development session. Each staff member is required to complete an implementation form describing how learned strategies from professional development sessions will be used in the classroom.

E. Parent and Family Involvement

One of the advantages of the schoolwide 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 parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

The schoolwide program must:

- 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.** (See Appendix – Attachment #5)
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 also be found in the Action Plan. (See Appendix – Attachment #3, 4, 6)
 2. Briefly describe the process used to develop and implement the Parent Compact.
A uniform Parent Compact has been developed across the district through PAC committee meetings and included in the District Student Handbook.
 3. Describe the process used to meet with parents of students who have not met academic standards.
Parents of students who have not met academic standards are provided copies of test score results, parents of SATP students are contacted by the counselor, and feedback of daily classroom progress is provided through progress reports (every 3 weeks), reports cards and ActiveParent.
 4. **Attach a copy of the school/parent compact in relevant languages.**

F. Coordination

1. Describe how the schoolwide program will coordinate transitions for preschool children into primary, where appropriate. Headstart, EvenStart, and Pre-Kindergarten must be addressed, if applicable.

Transition from preschool into primary school is being coordinated with the Excel by 5 through the Gilmore Foundation and through the GELI program. Local daycares are given strategies and frameworks for kindergarten as they prepare students. Daycare workers are provided three professional development workshops per year. Also partnerships have been formed with local preschools to help with this transition. Through the early intervention program and First Steps, students with articulation delays and developmentally delays are identified and provided services are provided through our speech program both at school and through home visits. Parental referrals are also accepted. Parents of upcoming kindergarten students are invited and encouraged through local daycares and currently enrolled students to visit the campus. In addition, parents are given an exclusive enrollment day each year to come, meet teachers, and enroll their student.

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.

An orientation to middle school is provided in the spring for 6th graders to help with this transition. An orientation is also provided for incoming 9th graders to provide vital information and ease the transition. Personal Development/Freshman Focus class is in place to help with the transition from middle school to high school. An annual career fair is held to help students with the transition to post-secondary along with activities conducted throughout the year through the career center.

3. Describe on-going coordination with other community programs and agencies such as homeless education or neglected/delinquent programs.

Needs of these students are addressed through the DARE program, MADD program, Region III mental health services, and school-wide bullying program.

4. Describe district support for the schoolwide program implementation. Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.

District support for the schoolwide program implementation is provided through regularly scheduled meetings, through support of the school-level committees, and through allotting time to work on the schoolwide plan. The schoolwide program has become the instrument that acts as the steering instrument for school improvement. Professional Development and district initiatives are planned around the weaknesses and strengths identified within the schoolwide program.

G. Evaluation and Ongoing Program Development

1. Describe how and when the ongoing implementation of the schoolwide program will be evaluated and adjusted as needed.

The ongoing implementation of the schoolwide program will be evaluated and adjusted through biannually Parent Advisory Committee meetings and evaluations, annual faculty/parent/student needs assessments, quarterly federal program committee meetings and quarterly faculty council meetings.

2. Describe the process to be used by the school and district to annually review and update the schoolwide program plan to ensure that progress is being made toward the goals of the plan.

The process used to annually review and update the schoolwide program plan includes district level federal program meetings with school-level chairperson and administrator, biannual PAC committee meetings, and quarterly school-level meetings to review and update the plan to ensure that progress is being made.

Fiscal Requirements

Fiscal Resources

One of the advantages of the schoolwide plan is the opportunity to combine funds and programs. Reauthorization permits schoolwide 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 schoolwide plan it is imperative to know which funds are available to the school.

Schoolwide Programs are required to describe:

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

Funding Sources

List all federal and state sources of funds allocated to this schoolwide 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 Schoolwide Program goals
District Funds		

Title I, Part A	\$119,356	CSR teachers, tutors, supplies, instructional technology software and hardware
Title I, Part C	0	
Title II, Part A	\$58,091	CSR teachers, tutors, professional dev and supplies
Title II, Part D	\$844.88	P.D. for two select staff
Title III	-0-	
Title IV	0	
Title V	-0-	
Title VI	-0-	
Other		

A. Uses of Funds

Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table on page 19 will be used to support the schoolwide plan.
2. Complete the Schoolwide Program Budget Summary and include with each schools' schoolwide plan. (*Please see worksheet 7 in the Budgetary Documents of the CFPA.*)

Reminder:

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

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

Supporting data for the Schoolwide Plan

- **Data Collection Sheets (samples only)**
- **Summary of Survey Data**
- **Summary of Relevant Assessment Data**
- **Prioritization of Needs**
- **School Instructional Schedule**
- **Professional Development Calendar (or schedule)**

- **School Parent Compact**
- **School Parent Involvement Policy**