

**Schoolwide Program Plan  
SMITHVILLE SCHOOL**

**2010-2011**

Monroe County School District

# Title I Schoolwide Program Plan

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

<b>School District Name:</b>	<u>Monroe County School District</u>
<b>Address:</b>	<u>P.O. Box 209</u>
	<u>Amory, MS 38821</u>
<b>Title I Coordinator</b>	<u>Brian Jernigan</u>
<b>Phone:</b>	<u>( 662 ) 257-2176</u>
<b>FAX:</b>	<u>( 662) 257-2181</u>
<b>E-Mail Address:</b>	<u><a href="mailto:brianjernigan@mcsd.us">brianjernigan@mcsd.us</a></u>
<b>School Principal:</b>	<u>Chad O'Brian</u>
<b>Phone:</b>	<u>( 662) 651-4276</u>
<b>FAX:</b>	<u>( 662) 651-5265</u>
<b>E-Mail Address:</b>	<u>chadobrian@mcsd.us</u>
<b>School Name:</b>	<u>Smithville Attendance Center</u>
<b>Address:</b>	<u>60017 Highway 23</u>
	<u>Smithville, MS 38870</u>
<b>Superintendent:</b>	<u>Mr. Scott Cantrell</u>
<b>Phone:</b>	<u>( 662) 257-2176</u>
<b>FAX:</b>	<u>(662) 257-2181</u>
<b>E-Mail Address:</b>	<u>scottcantrell@mcsd.us</u>
<b>School Enrollment:</b>	<u>613</u>
<b>Grade Levels:</b>	<u>K-12</u>
<b>Free/Reduced Lunch %</b>	<u>61%</u>



Others:  
(secondary students, etc.)

Shawon Westbank (student)

## **B. Schoolwide Planning Summary**

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

**Each school formed a school level support team to direct decisions and planning efforts. A team from each school forms the district committee. 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, along with discipline reports, absentee reports, test results, and progress results 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 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	Agenda Topics/Planning Steps	Participants at Meetings
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Dates		√ all columns that apply		
		plng. team	all staff	parents
<b>August 11, 2009</b>	District Planning Meeting (Agenda 1) <ul style="list-style-type: none"> <li>Review/discuss activities of the 2009 CFPA.</li> <li>Begin preparation for Cycle Three monitoring.</li> </ul>	<b>Y</b>		<b>Y</b>
<b>August 26, 2009</b>	School Committee Meeting (Agenda2) <ul style="list-style-type: none"> <li>Collect all Documentation.Review 2008-2009 test scores</li> <li>Set 2009-2010 goals and activities,</li> <li>Review professional development activities to ensure they aligned with needs</li> <li>Reviewed current parental activities and discussed future parental activities for current year</li> <li>Discussed strategies for improvements and changes to meet school goals</li> </ul>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>September 15, 2009</b>	Annual Federal Program Update Meeting All stakeholders invited <ul style="list-style-type: none"> <li>Overview of federal process for funds given</li> <li>Review of allocations and goals of Title I 2009-2010</li> <li>Discussed parental involvement allocation</li> </ul>	<b>Y</b>	<b>Y</b>	<b>Y</b>
<b>December 20, 2009</b>	School Committee Meeting (Agenda 3) <ul style="list-style-type: none"> <li>Reviewed monitoring box to provide more documentation for indicators lacking</li> <li>Review/Revise Parental Involvement Policy (Parents in attendance for development/revision)</li> <li>Updated information in school-wide plans.</li> <li>Collected all documentation.</li> <li>Discussed comprehensive needs</li> </ul>	<b>Y</b>		<b>Y</b>

	assessment questions.			
<b>January 11, 2010</b>	District Improvement Meeting - (Agenda 4) <ul style="list-style-type: none"> <li>• reviewed new monitoring instrument and labeling changes</li> <li>• organized documentation – discussed comprehensive needs assessments – presented recommendations for revision of survey questions</li> <li>• Discussed ELL, homeless, and migrant policy forms</li> </ul>	<b>Y</b>		<b>Y</b>
<b>February 11, 2010</b>	School Committee Meeting (Agenda 4 Review—Agenda 5 Preparation) <ul style="list-style-type: none"> <li>• Reviewed and updated documentation for monitoring box</li> <li>• Reviewed Monitoring instrument in connection with all documents</li> <li>• Discussed Title fund purchases based on goals and needs</li> </ul>	<b>Y</b>		<b>Y</b>
<b>March 24, 2010</b>	School Committee Meeting (Agenda 5) <ul style="list-style-type: none"> <li>• Evaluated PD Plans, School goals, and Parental Involvement activities</li> <li>• Updated Parental Involvement policy for Elementary and High School.</li> <li>• Updated school profile as needed</li> <li>• Review 2009-2010 comprehensive needs assessment survey results</li> <li>• Summarized results of Comprehension Needs Assessment</li> <li>• Identified new goals for 2010-2011</li> <li>• Prioritized new goals for 2010-2011</li> <li>• Modified/Revised 2010-2011 SWP</li> </ul>	<b>Y</b>		<b>Y</b>
<b>March 24, 2010</b>	School Committee Meeting (Agenda 6) <ul style="list-style-type: none"> <li>• Updated goals and strategies (SWP)</li> <li>• Compiled P.D. plans (based on identified needs)</li> </ul>	<b>Y</b>		<b>Y</b>

<p><b>March 25, 2010</b></p>	<ul style="list-style-type: none"> <li>• Compiled Parental Involvement Activities</li> <li>• Finalized all other items for purpose of updating SWP</li> </ul> <p>Title I Annual Meeting (all invited)</p> <ul style="list-style-type: none"> <li>• Needs Assessment letter sent home.</li> <li>• Overview given of the District/School 2010-2011 District-wide and school-wide goals.</li> </ul>	<p><b>Y</b></p>	<p><b>Y</b></p>	<p><b>Y</b></p>
<p><b>April 8, 2010</b></p>	<p>Title I Meeting – Smithville MCT2 Parent Night (all invited)</p> <ul style="list-style-type: none"> <li>• Overview of MCT2 assessment given</li> <li>• Overview given of Title I and ARRA funds in regards to the accomplishment of higher student achievement for 2010</li> <li>• Discussed goals and needs for 2010-2011</li> </ul>	<p><b>Y</b></p>	<p><b>Y</b></p>	<p><b>Y</b></p>

### 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 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 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 Houses, AIM2 (automated phone system), other school-based events, newspaper articles, website postings, administration monthly newsletters, classroom newsletters and community-wide 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 (Parent Nights/PTO meetings). Each group was given opportunities to provide written or verbal feedback for consideration.**

3. What percent of the stakeholders supports the completed Schoolwide Plan?

**100%**

**During parent and staff meetings, no suggestions of non-support of SWP were expressed.**

### 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.**

<b>Date</b>	<b>Provider</b>	<b>Type of Assistance</b>
<b>08/11/09</b>	<b>Fed. Prog. Director</b>	<b>Provided Principals with an overview of titles</b>
<b>08/11/09</b>	<b>Fed. Prog. Director</b>	<b>Review monitoring instrument, committee form, agenda sheets</b>
<b>1/11/10</b>	<b>Fed. Prog. Director</b>	<b>Review 2009 SWP, 2010-2011 planned activities and goals, Q &amp; A</b>

1/11/10	Fed. Prog. Director	Review agendas, set timeline, CAN, provided documents
04/30/10	Fed. Prog. Director	Review completed agendas, evaluation of documents

## 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 Smithville School is located on Highway 25 in northern Monroe County and has a population of approximately 1000. The Smithville community is composed of a number of businesses. Most adults work in nearby towns such as Amory at a number of different industries, including various furniture plants, Burlington Northern Railroad, Weyerhaeuser, True Temper, and Fabri-Value. Smithville School has an approximate enrollment of 613 students with a breakdown of: 5 Hispanic, 2 American Indian, 42 African American, 563 White, and 1 Asian. Most students live in rural areas, including the communities of Oak Hill and Splunge. Smithville School's staff is made up of fifty certified personnel. This number includes one high school principal, one assistant principal, one elementary principal, one guidance counselor, one librarian, one nurse, and forty-three teachers. About forty-four percent (19) of the teachers have a master's degree. Two faculty members have an educational specialist degree. Ten teachers are National Board Certified. Most of our teachers live in Smithville and some live in towns such as Amory, Hatley, and Fulton.**

2. 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, 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.**

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:**

- Class size reduction teachers in some grades (small classes)
- Parental Involvement

**Weaknesses of the Current Program:**

- K-12 Reading, Writing, and Language Arts
- K-8 Tutorial Programs (Language Arts & Math)
- 6<sup>th</sup> Grade Sped Subscores – Math
- 6<sup>th</sup> Grade Sped Subscores – Language Arts
- Differentiated instruction
- 7<sup>th</sup> and 8<sup>th</sup> Grade Language Arts
- Algebra I
- Large Class sizes in some grades
- Student Attendance

4. **Prioritization of Needs:**
  - a. Briefly describe the process used to identify your highest priority areas needing improvement.

**In order to identify our highest priority areas, we analyzed our comprehensive needs assessment completed by parents, students, and staff. We also analyzed the test scores, attendance reports, and discipline reports. Upon analysis of this information, we determined our priority areas of need.**

- 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)		Data/Evidence to Support Identification of Priority Needs
Dimension	Areas of Improvement/Priority Needs	
Student	K -2 Reading	MCT2 Reading Test

<b>Achievement</b>	K-6 Math Reading Comprehension (3-6) 6 <sup>th</sup> Grade Reading/Lang. Arts 6 <sup>th</sup> Grade – Math -IEP Subscores 6 <sup>th</sup> Grade – Language – IEP Subscores Curriculum Alignment (K-6) Writing (K-6)	Scores Report Cards Teacher Surveys Universal Screener Children’s Progress (K-3) State Writing Assessment results
<b>Professional Development</b>	Continued support and training in Guided Reading, K- Reading Comprehension Strategies–(3-6) Test Improvement Plans /Meetings	Teacher Surveys Report Cards MCT2 Reading Test Scores Universal Screeners
<b>School Context and Organization</b>	None at this time	
<b>Curriculum and Instruction</b>	Further alignment of Curriculum for Language Arts and Math K-6	Teacher Survey MCT2 Test Scores QDI Results AYP Report
<b>Family &amp; Community Involvement</b>	Improve Student Attendance More one on one conferences More parent contact via phone (teacher/parent) during Open House MCT2 Parent Nights 6 <sup>th</sup> Grade to 7 <sup>th</sup> Grade Transition Night 2 <sup>nd</sup> Semester Open House	Attendance Report Parent/Teacher surveys

(7-12)		<b>Data/Evidence to Support Identification of Priority Needs</b>
<b>Dimension</b>	<b>Areas of Improvement/Priority Needs</b>	
<b>Student</b>	7th Grade Reading/Language Arts (45%)	MCT2 test scores

<b>Achievement</b>	8th Grade Reading/Language Arts (62%) Algebra I (45%) English II (45%) Comprehension Strategies Curriculum Alignment for Language Arts (7-12) Curriculum Alignment for Math (7-8) Writing (7-12)	QDI Results Universal Screener Subject Area test results State Writing Assessment results
<b>Professional Development</b>	Differentiated Instruction Technology training & use in classrooms Test taking strategies Test Improvement Plan/Meetings Reading Comprehension Strategies	Surveys MCT2 Test scores
<b>School Context and Organization</b>	None at this time	
<b>Curriculum and Instruction</b>	Test Taking Strategies Curriculum Alignment for Language Arts and Math (7-12) Reminder/Training on changing curriculum	MCT2 & Subject Area Test Data Teacher Surveys
<b>Family &amp; Community Involvement</b>	Improve Student Attendance Improve Parental Involvement	Attendance Report Parent/Teacher surveys

## 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, Guided Reading, and Reading Across the Curriculum, Children's Progress Academic Assessment) 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; 5) Professional Development provided by Dr. Wadsworth for Guided Reading program; 6) Professional Development provided by Pam Duke for Reading Across the Curriculum program. In addition, the Planning Committee also verified other methods and concepts implemented through the What Works Clearinghouse and visited other schools who had successful Guided Reading and LLI program training. (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. Further, research shows the benefits of CSR teachers especially in lower grades.**

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:**

- **Accelerated Reading, Guided Reading Program, and other supplemental reading materials (research provided by Renaissance Learning/Fountas & Pinnell for improvement of reading and math achievement)**
  - **The use of Accelerated Reader and Guided Reading will increase student**

- achievement.
  - The purchase and use of Accelerated Reader for supplemental instruction has provided opportunities for teacher directed and individualized instruction to help improve reading skills in grades 1-6.
- **Class Size reduction**
  - Past successes and WWC research on effectiveness of smaller class sizes prove to increase student achievement.
- **Supplemental resources for core academics (research provided by vendors of test preparation materials as well as methodology of targeting groups with curricular skills)**
- **The adoption of the Houghton Mifflin English program and the Scott Foresman envision Math program, each of which is to be used schoolwide, and professional development sessions provided to all K-6 language and math teachers have ensured a common focus for all language and math teachers, as well as students and parents. The common focus has ensured that all students receive the same scientifically-based, research proven language and math curriculum.**
- **On-going and practical Professional Development opportunities (research on teacher involvement in relevant topics of classroom application)**
- **Internet research continues in an effort to find new, scientifically based reading programs and writing programs that will enhance student achievement and the curriculum at Smithville Schools.**
- **Children’s Progress Academic Assessment**
  - The results of the periodic assessments are used to analyze and diagnose possible problems students are experiencing with the designated curriculum objectives.
- **Reading Across the Curriculum grades 3 – 12**
  - Training from strategies that work will increase Teacher’s toolbox of strategies to use as a method to increase student engagement and student achievement.
- **Study Island Software (Grades 3 – 8)**
  - The purchase of Study Island for supplemental instruction has provided opportunities for teacher directed and individualized reading, language, and math instruction in grades 3-8.
- **Interactive Boards for classrooms**
  - Interactive boards will stimulate more interest therefore leading to more student engagement into the learning process.

## **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: 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.

**Teachers are trained on the reading and math basal textbook series and curriculum. Teachers will teach the material based on the MS benchmarks applying interventions when necessary and using the Three Tier Instructional Intervention to help promote student achievement within these areas. K – 2 will use Guided Reading in 2009-2010. Grades 3 – 12 will incorporate “Reading across the Curriculum” using Test Prep. Activities (TPAs) in non-tested classrooms. Grades 7-12 non-tested areas are required to administer TPAs throughout the school year.**

**Grades K- 6: The school's reading program incorporates the use of Basals and more individualized reading instruction using the Guided Reading approach to reading instruction for grades K-2. The reading program emphasizes the five dimensions of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition to basic reading instruction, the teachers incorporate writing and art activities to enhance learning based on neurocognitive practices that maximize learning according to the way the human brain receives and interprets information. Within the Guided Reading program, benchmark assessment is used to monitor the reading progress of the students. Leveled Literacy Instruction (LLI)**

is also used in lower elementary as another method of providing individualized interventions for struggling students.

Mathematics is taught using a variety of techniques. Students are presented with real-life math problems that are consistent with our students' common experiences. Teachers review each student's pencil and paper work to make sure they have mastered the mechanics of fundamental math operations. Math teachers also stress the importance of learning to think critically by frequently using problem solving strategies that have practical application. To supplement routine classroom instruction, math teachers use internet based instruction to reinforce skills and apply skills in a different application.

**Math Instruction:**

enVision Math - It provides visual learning strategies that deepen conceptual understanding. Bar diagrams help students be better problem solvers. Daily data-driven differentiated instruction ensures success for every student. Two national studies from 2004-2006 conducted by an external, independent educational research firm provided key findings that were incorporated into the 2009 enVision Math program.

Classroom teachers provide the structure for delivery of instruction including whole group, small group and individual tutoring. Students are provided avenues to acquire, use, and extend knowledge. Teacher assistants in lower grades provide support as directed by the classroom teacher. Also in lower grades, parent volunteers may assist by reinforcing skills using games, listening to students read, or by reading to the students.

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.

We utilize and help fund the AR computer lab to help enhance student performance. Accelerated Reader - Research suggests that high scores on Accelerated Reading Practice Quizzes are associated with large gains in reading achievement. Students who maintain an average of at least 85% correct on the quizzes help to define a student's zone of proximal development or the book-level range within which a student can score 85% or higher. However, students who gain the most in reading ability have an even higher average. The students who score over 90% signifies that a student understands the key points of a book and it also motivates the student to read more.

**In 2010-2011, our school will continue to incorporate Reading Across the Curriculum in grades 3 – 12. In addition, the Planning Committee also verified other methods and concepts implemented through the What Works Clearinghouse and visited other school who had successful Guided Reading programs. We will use results of K-3 screeners (Children’s Progress) and the universal screener, Progress Zone, for assessing progress of students in grades 4-12. Lower elementary will incorporate the use of Leveled Literacy Intervention as a resource for additional instruction and assessment for struggling readers. A teacher assistant has been trained and assigned as a reading tutor using the LLI program. LLI has been highly successful in bringing children to grade level competency in hundreds of schools. The Framework was developed over a 5 year period during which it was implemented in 70 districts in 15 states. Field tested study included children in varying socioeconomic environments in urban, suburban and rural districts.**

**Study Island – It is an online program specifically designed to help students master the content specified in the Mississippi Curriculum Frameworks in both Math and Language Arts/Reading. Its focus on the Frameworks enables students to improve their performance in all skill areas tested on the MCT2 in grades 3-8. It allows students to move through the program step-by-step and provides a pre-test and a post-test. Provided topics consist of questions, answers, explanations, and lessons that address the specific skills required in order to master the Curriculum Frameworks. Research has shown that the program is effective in increasing student learning and achievement and will be used to monitor effectiveness of program.**

- 3) **Include suggested school instructional schedule.**
- 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.

**We use the method of inclusion to provide services for our special education students. At various times, resource rooms are utilized to provide individualized assistance to students as needed. The IEP committee, including the parent, determines the needs and services to be provided for students. Student growth will be monitored closely using appropriate assessments and instructional adjustments will be made.**

**Special Education students at Smithville Elementary and High School will be served in classes ranging from self-contained to resource to full inclusion. The SHS and SES classes are scheduled so that students in inclusion classes are receiving services with a special education teacher or assistant for accommodation purposes. Special educational tutor is provided for additional instructional**

**intervention strategy for special education students. Speech pathologist services are also provided for the students needing speech services. IEP meetings are held throughout the year providing the opportunity to modify any accommodations or recommendations needed to ensure each students' educational needs are being met. Based on IEPs, extended-day and extended-year programs are also offered to special education students.**

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

**We will follow the Monroe County School District's established ELL and homeless plan. Students that are ELL as identified by the home language survey on the enrollment form will be provided equal service and opportunities for assistance and education since we are a school-wide school. If student has not been evaluated by the WIDA, this will be done and a learning plan will be developed with parental involvement with the goal set to attain proficiency in English. Information in native language will be given as needed/requested by students and/or parents.**

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

**We utilize the Three-Tier Model of intervention for remediation of our students.**

#### **Tier Process for 2009-2010**

**Tier 1--Whole class instruction by classroom teacher and/or assistant; should last three to six weeks, depending upon the student in question**

**Tier 2 placement will be decided initially by giving K-3 assessment test, Children's Progress Academic Assessment (CPAA), taking the MCT2 results for grades 4-8, and taking the lowest 5%. Tutors will be working with these students 2-3 times weekly in small groups of 2-5 students. During the semester, a teacher may refer a student to Tier 2 if they are struggling in the areas of Language Arts, Math, and/or Reading. Failing does not automatically qualify a student if effort is not being made by the student. Behavior problems may be referred for Tier 2 for behavior modification interventions. Additionally, students will be provided web-based instruction and practice via Study Island and USA Test Prep to meet state requirements.**

**Students who do not make progress will be referred to Tier 3 and the TST Committee will decide on the interventions needed.**

**In December, the K-3 CPAA along with a version of the state practice test for MCT2 in grades 4-8 will be given. The lowest 5% will again be moved to Tier 2 and interventions will begin.**

**Tutors will be used throughout the entire school year to provide students with increased individualized instruction based on the results from the following assessments: MCT2, SATP, Study Island, Progress Zone, Children’s Progress Academic Assessment, and teacher evaluation/assessment. USA Test Prep software will be used to provide assistance and additional instruction for students preparing for the state subject area assessments each semester.**

**Teachers will continue to schedule meetings with parents and will continue to develop additional assistance as needed throughout the school year.**

## **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 2010, the percentage of 6th grade students meeting or exceeding the state Mathematics performance standards will increase from 45% to 55% as measured by MCT2. Special Education sub scores will increase by 10%.

<p><b>School Profile data which relates to this goal:</b> (most recent Math MCT2 data used to create baseline for above academic goal) <b>2009 Math MCT2 Summary Report</b></p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local math assessments, Universal Screener administered)</p>					
<p><b>Classroom Assessments, Progress Reports and Report Cards</b></p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents:</b> <b><u>Progress Reports and Six Week Report Cards</u></b></p>					
<p><b><u>Strategy, Method, or Action</u></b> What will you do?</p>	<p><b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><b><u>Timeline</u></b> When will this strategy or action begin and end?</p>	<p><b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><b><u>Instructional</u></b></p>					
<p><b>Identify students at risk using MCT2 results, Universal Screener, Study Island and teacher evals.</b></p> <p><b>Buy supplementary material</b></p> <p><b>Teacher training on MCT2</b></p> <p><b>Use interventions/3 Tier</b></p>	<p><b>Mr. McDonald</b></p> <p><b>6th Grade Math Teacher</b></p> <p><b>Math Tutor</b></p>	<p><b>August 2010-May 2011</b></p>	<p><b>Textbooks</b></p> <p><b>MCT2 Buckle Down</b></p> <p><b>Study Island tutors</b></p>	<p><b>Classroom Assessments</b></p> <p><b>Student Progress Reports</b></p> <p><b>Student Report Cards</b></p> <p><b>Universal Screener</b></p> <p><b>MCT2 Practice Test</b></p>	<p><b>Current MCT2 Scores</b></p> <p><b>Study Island post test</b></p> <p><b>Teacher grades</b></p> <p><b>Progress zone results</b></p>

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

<p><b><u>Professional Development</u></b> To support mathematics</p> <p>Teacher training through local colleges (workshops)</p> <p>Increase comprehension of math problems</p>	<p>Mr. McDonald Brian Jernigan</p>	<p>August 2010 - May 2011</p>	<p>Local North MS Colleges to provide teacher workshops</p> <p>School-level training on UNRAAVEL</p> <p>Reading Specialist</p>	<p>Student Assessments Report Cards Universal Screener Teacher implementation plans</p>	<p>Current MCT2 Scores Student Assessments Report Cards Universal Screener Study Island post test</p>
<p><b><u>Parent Involvement Activities</u></b> To support mathematics</p> <p>Math Contracts Teacher/student/parent</p> <p>Increase parental awareness of curriculum and state assessment requirements</p>	<p>Classroom Teacher</p>	<p>August 2010 - May 2011</p>	<p>Parent/Teacher conferences</p> <p>Parent Survey</p> <p>School Report cards</p> <p>School website</p>	<p>Agendas, sign in sheets Signed contracts</p> <p>Student Assessments</p> <p>Report Cards</p> <p>Universal Screener</p>	<p>Attendance logs and evaluation forms from parents</p>
<p><b><u>Context/Organization</u></b> Schedule time in comp. lab</p> <p><b>Other:</b></p>	<p>Teacher Principal</p>	<p>August 2010- May 2011</p>	<p>Computer lab, progress zone, study island, AR</p>	<p>Sign up sheets and use of programs</p>	<p>Post tests, Screener reports</p>

## READING/LANGUAGE ARTS IMPLEMENTATION/ACTION PLAN

**Measurable Reading/Language Arts Goal:**

In the spring of 2010, the percentage of 6<sup>th</sup> grade students meeting or exceeding the state Reading performance standards will increase from 45% to 55% as measured by MCT2 assessment.

<p><b>School Profile data which relates to this goal:</b>                  (most recent Reading/Language Arts MCT2 data used to create baseline for above academic goal)  <b>2008-2009 Reading/Language Arts MCT2 Summary Report</b></p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local reading assessments, Universal Screener)</p>					
<p><b>Classroom Assessments, Progress Reports and Report Cards</b></p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents</b>  <b><u>Student Progress Reports and Nine Week Report Cards</u></b></p>					
<p><b><u>Strategy, Method, or Action</u></b>                  What will you do?</p>	<p><b><u>Who is Responsible</u></b>                  Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><b><u>Timeline</u></b>                  When will this strategy or action begin and end?</p>	<p><b><u>Resources</u></b>                  What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><b><u>Evidence</u></b>                  What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><b><u>Evaluation Methods</u></b>                  How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><u>Instructional</u>  <b>Identify students at risk using screeners, and other assessments</b>  <b>Buy supplementary materials</b>  <b>Implement Reading Across the Curriculum</b>  <b>Use interventions/3 Tier</b></p>	<p><b>Mr. McDonald</b></p>	<p><b>August 2010- May 2011</b></p>	<p><b>Textbooks</b>  <b>MCT2 Buckle Down Study Island ,</b>  <b>Computer Tutorial Program</b>  <b>Larry Bell's <u>12</u></b></p>	<p><b>Classroom Assessments</b>  <b>Student Progress Reports</b>  <b>Student Report Cards</b>  <b>Universal</b></p>	<p><b>MCT2 Scores</b>  <b>Classroom Assessments</b>  <b>Student Progress Reports</b>  <b>Student Report Cards</b></p>

Tutoring within and outside of classroom CSR teacher			<u>Powerful Words</u>	Screener	Universal Screener
<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?
<b>Professional Development</b> To support reading Teacher training through local colleges, and onsite training (workshops) Provide teacher training on MCT	Mr. McDonald Brian Jernigan	<b>August 2010-May 2011</b>	Pam Duke, a reading specialist, - hired as a consultant Local North MS Colleges to provide teacher workshops	Student Assessments Report Cards Universal Screener Teacher implementation plans	Current MCT2 Scores Student Assessments Report Cards Universal Screener Study Island post test
<b>Parent Involvement</b> To support reading Reading Contracts Teacher/student/parent Increase parental awareness of curriculum and state assessment requirements	Classroom Teacher	August 2010 - May 2011	Parent/Teacher conferences Parent Survey School Report Card School website	Student Assessments Progress Reports Report Cards Universal Screener	Current MCT2 Scores
<b>Organization/Scheduling Strategies</b> Provide time for G.R. and lab time	Mr. McDonald Classroom Teacher	August 2010-May 2011	Computer lab Study island Progress zone AR	Student Assessments Progress Reports Report Cards Universal Screener	Current MCT2 Scores Post tests Screener results

<b>Climate/Behavior Strategies</b> to support reading and reduce classroom referrals by providing a safe environment	Mr. McDonald  Classroom Teacher	August 2010 - May 2011	Teacher	Student Assessments Progress Reports Report Cards Universal Screener	Current MCT2 Scores Discipline referrals
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**READING/LANGUAGE ARTS IMPLEMENTATION/ACTION PLAN**

**Measurable READING/LANGUAGE ARTS Goal:**

In the spring of 2010, the percentage of 7<sup>th</sup> grade students meeting or exceeding the state Reading performance standards will increase from 45% to 55% as measured by MCT2 assessment.

<b>School Profile data which relates to this goal:</b> (most recent Reading MCT2 data used to create baseline for above academic goal) <b>2008-2009 Reading/Language Arts MCT2 Summary Report</b>					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments, Universal Screener)					
<b>Classroom Assessments, Progress Reports and Report Cards</b>					
<b>Description of procedures for reporting student progress toward this goal to parents</b> <b><u>Student Progress Reports and Nine Week Report Cards</u></b>					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Identify students at risk</b> <b>Buy supplementary material</b> <b>Reading Across the Curriculum</b>	<b>Mr. O'Brian</b>  <b>Classroom Teacher</b>	<b>August 2010-</b> <b>May 2011</b>	<b>Textbooks</b> <b>Smartboard – pending purchase</b>	<b>Classroom Assessments</b> <b>Student Progress</b>	<b>MCT2 Scores</b> <b>Classroom Assessments</b> <b>Student Progress</b>

<p><b>Larry Bell's <u>12 Powerful Words</u></b>  <b>Teacher training on MCT</b>  <b>Use interventions/3 Tier</b>  <b>Tutoring within classroom</b>  <b>Remedial tutoring outside of classroom</b></p>	<p><b>LA Tutor</b></p>		<p><b>MCT2 Buckle Down</b></p>	<p><b>Reports</b>  <b>Student Report Cards</b>  <b>Universal Screener</b></p>	<p><b>Reports</b>  <b>Student Report Cards</b>  <b>Universal Screener</b>  <b>Study Island Reports</b></p>
<p><b><u>Strategy, Method, or Action</u></b>  What will you do?</p>	<p><b><u>Who is Responsible?</u></b>  Who will provide the <u>leadership</u> to assure that this strategy is accomplished?</p>	<p><b><u>Timeline</u></b>  When will this strategy or action begin and end?</p>	<p><b><u>Resources</u></b>  What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><b><u>Evidence</u></b>  What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><b><u>Evaluation Methods</u></b>  How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>

<p><b>Professional Development</b> To support reading Teacher training through local colleges (workshops)</p>	<p>Mr. O'Brian Brian Jernigan</p>	<p><b>August 2010- May 2011</b></p>	<p>Local North MS Colleges to provide teacher workshops</p>	<p>Student Assessments Report Cards Universal Screener</p>	<p>Current MCT2 Scores</p>
<p><b>Parent Involvement</b> To support reading Reading Contracts Teacher/student/parent Parent awareness meetings for State requirements and tests</p>	<p>Classroom Teacher</p>	<p>August 2010 - May 2011</p>	<p>Parent/Teacher conferences Parent Survey School Report Card School website</p>	<p>Student Assessments Progress Reports Report Cards Universal Screener Agenda, sign in sheets</p>	<p>Attendance forms and evaluations</p>
<p><b>Organization/Scheduling Strategies</b> to support reading Compensatory Reading classes for strugglers Computer lab time</p>	<p>Mr. O'Brian Classroom Teacher</p>	<p>August 2010- May 2011</p>	<p>Compensatory class and materials Study island Progress zone</p>	<p>Student Assessments Progress Reports Report Cards Universal Screener</p>	<p>Current MCT2 Scores Progress Reports Report Cards Universal Screener Post tests</p>
<p><b>Climate/Behavior Strategies</b> to support reading and reduce discipline referrals by providing a safe environment</p>	<p>Mr. O'Brian Classroom Teacher</p>	<p>August 2010 - May 2011</p>		<p>Student Assessments Progress Reports Report Cards Universal Screener</p>	<p>Current MCT2 Scores Discipline referral reports</p>

## READING IMPLEMENTATION/ACTION PLAN

**Measurable Reading Goal:**

In the spring of 2010, the percentage of 8<sup>th</sup> grade students meeting or exceeding the state Reading performance standards will increase from 56% to 65% as measured by MCT2 assessment.

<p><b>School Profile data which relates to this goal:</b> (most recent Reading MCT2 data used to create baseline for above academic goal) <b>2008-2009 Reading/Language Arts MCT2 Summary Report</b></p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local reading assessments)</p>					
<p><b>Classroom Assessments, Progress Reports and Report Cards</b></p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents</b> <b><u>Student Progress Reports and Nine Week Report Cards</u></b></p>					
<p><b><u>Strategy, Method, or Action</u></b> What will you do?</p>	<p><b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><b><u>Timeline</u></b> When will this strategy or action begin and end?</p>	<p><b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><b>Identify students at risk</b> <b>Buy supplementary materials</b> <b>Teacher training on MCT</b> <b>Use interventions/3 Tier</b> <b>Tutoring within/outside of classroom</b></p>	<p><b>Mr. O'Brian</b></p>	<p><b>August 2010- May 2011</b></p>	<p><b>Textbooks</b> <b>Smartboard – pending purchase</b> <b>MCT2 Buckle Down</b> <b>Study Island software</b></p>	<p><b>Classroom Assessments</b> <b>Student Progress Reports</b> <b>Student Report Cards</b></p>	<p><b>MCT2 Scores</b> <b>Classroom Assessments</b> <b>Student Progress Reports</b> <b>Student Report Cards</b> <b> Screener reports</b></p>

<u><b>Strategy, Method, or Action</b></u> What will you do?	<u><b>Who is Responsible?</b></u> Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	<u><b>Timeline</b></u> When will this strategy or action begin and end?	<u><b>Resources</b></u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u><b>Evidence</b></u> What indicators will demonstrate progress in the implementation of this strategy?	<u><b>Evaluation Methods</b></u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support reading Teacher training through local colleges (workshops)	Mr. O'Brian Brian Jernigan	August 2010- May 2011	Local North MS Colleges to provide teacher workshops	Student Assessments Report Cards	Current MCT2 Scores
<b>Parent Involvement</b> To support reading  Reading Contracts Teacher/student/parent  Increase awareness of state requirements via parent meetings	Principal Teacher	August 2010 - May 2011	Parent/Teacher conferences Parent Survey School Report Card School website	Student Assessments Progress Reports Report Cards  Agendas, sign in form	Parent sign in sheets and evaluations
<b>Organization/Scheduling Strategies</b> to support reading with Compensatory classes for struggling readers as well as tutoring time.	Mr. O'Brian Classroom Teacher	August 2010- May 2011	Compensatory classes Tutoring time	Student Assessments Progress Reports Report Cards	Current MCT2 Scores Student Assessments Progress Reports Report Cards

<b>Climate/Behavior Strategies</b> to support reading and reduce discipline	Mr. O'Brian Classroom Teacher	August 2010 - May 2011	Student Assessments Progress Reports Report Cards	Current MCT2 Scores Discipline referral reports
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## MATH IMPLEMENTATION/ACTION PLAN

### Measurable Math Goal:

In the spring of 2010, the percentage of Algebra I students meeting or exceeding the state Reading/Language Arts performance standards will increase from 45% to 55% as measured by Subject Area assessment.

<b>School Profile data which relates to this goal:</b> (most recent Subject Area Assessment data used to create baseline for above academic goal) <b>2008-2009 Algebra I Subject Area Assessment Summary Report</b>					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments)					
<b>Classroom Assessments, Progress Reports and Report Cards</b>					
<b>Description of procedures for reporting student progress toward this goal to parents</b> <b><u>Student Progress Reports and Nine Week Report Cards</u></b>					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Identify students at risk</b> <b>Buy supplementary material</b> <b>Teacher training on Test Taking Strategies – Larry Be</b> <b>Use interventions/3 Tier</b> <b>Tutoring within classroom</b> <b>Remedial tutoring for struggling students – outside classroom time</b>	<b>Mr. O’Brian</b>	<b>August 2010- May 2011</b>	<b>Textbooks</b>	<b>Classroom Assessments</b> <b>Student Progress Reports</b> <b>Student Report Cards</b>	<b>Subject Area Scores</b> <b>Classroom Assessments</b> <b>Student Progress Reports</b> <b>Student Report Cards</b> <b>USA test prep reports</b>

<u><b>Strategy, Method, or Action</b></u> What will you do?	<u><b>Who is Responsible?</b></u> Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	<u><b>Timeline</b></u> When will this strategy or action begin and end?	<u><b>Resources</b></u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u><b>Evidence</b></u> What indicators will demonstrate progress in the implementation of this strategy?	<u><b>Evaluation Methods</b></u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support reading Teacher training through local colleges (workshops)	Mr. O'Brian Brian Jernigan	<b>August 2010-            May 2011</b>	Local North MS Colleges to provide teacher workshops	Student Assessments Report Cards	Current Subject Area Scores
<b>Parent Involvement</b> To support reading Reading Contracts Teacher/student/parent Increase parental awareness of curriculum and state assessment requirements	Classroom Teacher Principals	August 2010 - May 2011	Parent/Teacher conferences Parent Survey School Report Card School website	Student Assessments Progress Reports Report Cards Sign in sheets	Attendance forms and evaluations
<b>Organization/Scheduling            Strategies</b> to support reading	Mr. O'Brian Classroom Teacher	August 2010- May 2011		Student Assessments Progress Reports Report Cards	Current Subject Area Scores

<b>Climate/Behavior Strategies</b> to support Math strategies and reduce classroom office referrals	Mr. O'Brian Classroom Teacher	August 2010 - May 201	Student Assessments Progress Reports Report Cards	Current Subject Area Scores Discipline reports
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### **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.

Assessment will be done by daily work assigned by teachers and reinforced with appropriate homework, and weekly tests. State mandated reading and math assessments will be given as well as diagnostic reading evaluations for grades 1-6. Local assessments used to monitor student academic progress during the school year will consist of curriculum based pre-test, mid- year test, and post test. These assessments are a part of the school adopted textbook series and include a method to gather data and monitor student mastery of skills in math, reading, and language arts. Also, a beginning, middle, and end of the year assessment will be given through the universal screener, Progress Zone for grades 3 – 8 and through Children Progress Academic Assessment software for grade K – 3. Student progress will be monitored through these assessment as well as through weekly Study Island reports for grades 3 – 8. Students in K-2 will be assessed and monitored through the use of benchmark assessments three times a year from the guided reading program using the Fountas and Pinnell Benchmark Assessment Systems

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

A universal screener will be given to assess students at the beginning, middle, and end of the year in grades 4 – 8 and subject areas (9-12). Children's progress monitoring will be given to students in grades K-3 to assess and monitor student achievement. In addition, progress and grade reports will be reviewed by teacher, principal and other stakeholders and assistance provided.

Students experiencing difficulties at the end of the 1st six weeks and throughout the year are referred to the Teacher Support Team (TST) for interventions to help the student. Also, students that failed the previous year must be referred to the TST within the first 20 days of the school year. Tutors will be used to work with struggling students in order to identify weak areas and address the students' weaknesses incorporating a variety of intervention strategies. The model of Response To Intervention will be followed in order to meet the educational needs of the struggling students.

### **D. High Quality Staff and Professional Development**

A schoolwide program is required:

- 1 To provide instruction by highly qualified professional staff;
- 2 To support intensive and sustained professional development; and
- 3 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 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 engage in to implement the schoolwide plan. If the team has created a professional development calendar, include the calendar.

\*\*See District calendar attached for list of activities

- School level meetings held - (August 2, 3, & 4<sup>th</sup>, October 11, , Feb. 21, April 15, May 20th) ----activities will include:
  - To discuss curriculum and instruction needs/concerns
  - Identify and discuss student failure-prevention strategies
  - Share curriculum and instructional ideas
  - Plan teacher enrichment activities related to individual school programs
  - Discuss Library/Media center and Career Center issues
  - Discuss other relative issues as determined by the school administration
- K-2 Teachers – Guided Reading/Literary with Dr. Reba Wadsworth
  - Monthly scheduled meetings with Dr. Wadsworth
  - Leveled Literacy Instruction Training (LLI)
- Reading Across the Curriculum – Strategic Teaching strategy training with Reading Specialist/Consultant, Pam Duke
  - Monthly scheduled meetings with Mrs. Duke

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.

Professional development activities relate to the priority areas of reading and math. Activities that deal with differentiated instruction improve students' achievement because it provides instruction at the level and in a format that best suits the students' acquisition of knowledge.

Any staff development that deals with motivational issues or at risk students will benefit those students who are most likely to perform poorly on standardized test. By identifying factors that impact culturally different students, teachers become aware of practices that are detrimental to academic progress. Another benefit of providing teachers with strategies to motivate students is that everyone will benefit from changes not just the targeted population. At risk students are frequently behavior problems that can disrupt learning for everyone. Finding ways that increase student involvement not only increases time on task and learning it creates a safe environment where students are more likely to take risks related to learning.

The intent of each professional development session is targeted toward those areas that need improvement. The impact of the sessions are evaluated through on-site work with teachers and classroom observations by the school administrators.

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.

The Monroe County School District Curriculum Department offers training to help new and veteran teachers. Mentors are assigned to new and veteran (if applicable) teachers to provide assistance throughout the school year. To ensure that teachers are implementing skills and strategies from professional development activities, administrators check lesson plans, conduct walk-throughs and classroom drop-ins, as well as formal evaluations. To provide further follow-up the district and Smithville Schools schedule grade-level meetings as well as subject area meetings during the school year. Teachers and paraprofessionals who attend out-of-district seminars, workshops, and conferences are encouraged to share professional learning with colleagues, as well as make presentations to school faculty and other district staff members are required to complete implementation plans.

**SEE ATTACHMENTS (Professional Development Plan)**

## **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: (NCLB Sec.1118 (d))

- 1 Create effective involvement of parents and conduct conferences with the parents of students who have not met academic standards, and
- 2 Incorporate use of the parent-school compact, which must be attached to this plan.

1) 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.

To increase and encourage parent participation in the local school system, the school will develop an awareness and level of accountability for student learning through parent conferences, newsletters, school websites, report cards, MCT2 parent nights, SATP parent nights, and parent contracts. Newsletters, calendars, and memos will be sent home to parents, on at least a monthly basis, notifying them of school activities and events. This information will also be posted on the school's website.

Teachers will communicate with parents regularly about their child's success or lack of success through notes, telephone calls, conferences, daily planners, daily/weekly communicators, progress reports, and report cards. Teachers will also offer suggestions as to what the parents can do at home that might make a difference in their child's academic success.

2. Briefly describe the process used to develop and implement the Parent Compact.
  - A parental advisory committee was formed consisting of parents, community members, teachers, staff, and principals. The committee meets annually to develop, review, and revise the school-parent compact. The compacts identify the responsibilities of the staff to provide high-level curriculum and instruction, and the expectations of the parents to provide support in their children's learning. The development of the compact was determined to address the best ways to maintain positive, timely communication between school and home. The Parent Compact was made available to all parents and families in the student handbook, on the school website, and will be discussed at parent-teacher conferences in the schools.

SEE ATTACHMENTS

3. Describe the process used to meet with parents of students who have not met academic standards.

Students who have not met the academic standards will be referred to the Teacher Support Team. Parents will be notified through progress reports and report cards. The TST will also meet with parents for students who continue to fall below the academic standard requirement by the state guidelines and benchmarks.

4. Attach a copy of the school/parent compact in relevant languages.

SEE ATTACHMENTS

#### **F. Coordination**

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

Our school provides an Open House for students and parents at the beginning of each year to help the transition of students from one grade level to the next.

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.

Our school campus serves all grades K -12. Each year the sixth grade is given a tour of the 7 -12 facilities before transitioning from the elementary to middle school buildings. A transition night for all sixth grade students will be offered to ease in the transition between Elementary and Jr. High grade levels.

3. Describe on-going coordination with other community programs and agencies.

We utilize D.A.R.E. program through the local police department with our drug education program. We also have the "You Are Unique" program provided by the local Save-A-Life foundation. The Gilmore Foundation provides a service known as the GELI program. A person from the foundation comes and reads stories to the children in grades K-1. Excel by 5 program is also provided by Gilmore Foundation and the State Department in an effort to form a working relationship between the local daycare systems and the local area school systems

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.

- The MCSD's commitment to excellence is evidenced by allocation of resources and funding to promote increased student achievement. Central Office personnel meet regularly to prioritize needs and discuss issues affecting student achievement. Support from the district is given via timelines, agendas, regular meetings, correspondence, and allotment of times to meet for the schoolwide and district planning process. This SWP is an integral part of the over all school improvement process.

The school and district also encourage district coordination and involvement through the Tech Prep program, the Advanced Learning Center, and Vocational Programs within our district.

### **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.

Each year we use a comprehensive needs assessment and various other surveys to assess our needs for the upcoming school year. The School Improvement Committee and Parental Advisory Committee conduct regular meetings throughout the school year to monitor the implementation of the current schoolwide plan. These meetings are held at least quarterly each school year. Parent meetings are also held twice a year to evaluate and assess the ongoing development of the schoolwide plan. Any needs or adjustments are made as necessary to ensure students continue to increase in educational achievement and growth.

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.

Smithville School's Schoolwide Planning Team meets to review and revise components of the plan to ensure progress regularly. Surveys, needs assessments, and evaluations were used to determine progress. Analysis of data collected from these instruments will provide input for the revisions.

The planning team meets several times to assure an annual review of the program occurs and that the plan is updated. This group includes representatives from all stakeholders and reviews the results of all the components from the plan. The dates, times, and agendas for follow up meetings are set by the team. Those designated for the various components as set forth in the plan provide the needed information for that area. The data gathered is made available at the various meetings for review. As the program is reviewed changes are made based on results of the data collected. Parent meetings are conducted twice per year to offer the parents the opportunity to review the schoolwide plan.

## **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:

- 1 How Title I funds and funds from other sources will be used to implement the schoolwide plan
  
- 2 How Title I funding will supplement state and local funding
  - Title I funds will be used and supplement District funds of teachers, teacher resources, Progress monitoring, etc.

**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.

<b>Funding Source</b>	<b>Amount</b>	<b>Describe how funds will support Schoolwide Program goals</b>
<b>General Education:</b>		
<b>Title I, Part A</b>	\$79,571	CSR teacher, Professional Dev., supplies as identified in the CAN. Parent involvement
<b>Title I, Part C</b>	NA	
<b>Title II, Part A</b>	\$23,025	CSR teacher, professional dev. And supplies,
<b>Title II, Part D</b>	\$844.88	Teachnology training for selected staff
<b>Title III</b>	NA	
<b>Title IV</b>		
<b>Title V</b>	NA	
<b>Title VI</b>	NA	
<b>Other</b>	NA	

**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 schoolwide plan.

**Funds will be allocated from the local budget to buy test materials. Software applications and web-based programs will be used to remediate students as needed. Class size reduction teachers will be hired as well as a paraprofessional to work with LLI.**

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 schoolwide program (if applicable).

NA

3. Complete the Schoolwide 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):

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

## **Supporting Data for the Schoolwide Plan**

**1 Data Collection Sheets**

**2 Summary of Survey Data**

**3 Summary of Relevant Assessment Data**

**4 Prioritization of Needs**

**5 School Instructional Schedule**

**6 Professional Development Calendar**

**7 School Parent Compact**

**8 District Parental Involvement Policy**

**9 School Parental Involvement Policy**