

**Title I School-wide Program Plan  
2008-2009**

Date when Plan Implemented 2008-2009 SY Plan Status:  New  Revised

School District Name: Alcorn School District

Address: 31 CR 401  
Corinth, MS 38834

Title I Coordinator Bobby Null

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School Principal: Gina Smith

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School Name: Biggersville Elementary School

Address: 571A Hwy. 45 South  
Corinth, MS 38834

Superintendent: Stacy Suggs

Phone: (662) 286-5591 FAX: (662) 286-7766

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School Enrollment: 140

Grade Levels: K-6

Free/Reduced Lunch% 72.67%

**SCHOOLWIDE PROGRAM PLANNING  
2008-2009**

**A. Planning Team**

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

Parents	Trent Baggett Jennie Tice
Licensed Staff	Pat Sawyer, 1 <sup>st</sup> Grade Cathy McGee, 6 <sup>th</sup> Grade

<b>Non-Licensed Staff</b>	<b>Paula Fowler, Secretary</b>
<b>Administrators</b>	<b>Gina Smith, Principal</b>
<b>District Staff</b>	<b>Bobby Null, Title I Director</b>
<b>Title I Staff</b>	<b>Jamy Essary, Title I Teacher</b>
<b>Community Members</b>	<b>Carol Morton Sue Dilworth Cathy Walden</b>
<b>Others</b>	

## **B. Schoolwide Planning Summary**

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

The planning for Schoolwide Title I began with our Schoolwide Planning Committee on January 21, 2008. The Planning Committee is comprised of parents, teachers, community members, and administration. We investigated Schoolwide programs and discussed our individual situation. We distributed needs assessments to all school stakeholders. We listed our strengths and identified areas upon which to focus improvement. In addition to the work of the Planning Committee, the faculty and staff of the School have been focusing our staff meetings on school improvement. The staff meets regularly and grade levels meet additionally as needed.

### **2. Table summarizing the steps and activities of the planning process.**

<b>Meeting Date</b>	<b>Agenda Topics/Planning Steps</b>	<b>Participants at Meetings</b>		
		<b>Plng. Team</b>	<b>All Staff</b>	<b>Parents</b>
01-21-08	<b>Work Session:</b> Discuss student progress made during 1 <sup>st</sup> semester, review and revise strategies	X		
01-29-08	<b>Staff/Parent Meeting:</b> Discuss progress made 1 <sup>st</sup> semester, solicit comments/suggestions/ recommendations, and obtain approval of planned programs, strategies, and interventions.		Title Teacher	X
03-24-09	<b>Staff Meeting:</b> Prepare stakeholder surveys for distribution		X	X
04-28-09	<b>Planning Meeting:</b> Discuss interventions, programs, strategies that need to be implemented for next school year based on Stakeholder Surveys, SACS Goals/Objectives, and student achievement and develop proposed Schoolwide Plan	X		
08-10-08	Classroom teachers will distribute proposed School-wide Plan to parents in the students' weekly folders sent home weekly. Parents are asked to reply concerning strengths, weaknesses, concerns or suggestions.		X	X
09-03-08	<b>Work Session:</b> Develop written formal Schoolwide Plan based on input from all planning team, all staff, and parents. Planning Committee makes any changes needed in written plan. Plan is submitted to the District Federal Programs Coordinators who submit the plan to the Alcorn School Board for approval prior to submission to the MDE.	X		
09-03-08	<b>Work Session:</b> Principal, Academic Coach, Title I Teacher, and School Test Coordinator, Title I Director, District Test Coordinator reviews and analyzes 2009 MS Curriculum Test score reports.	Partial Team X		
09-04-08	<b>Staff Meeting</b> – Discuss MS Curriculum Test score reports and conduct formative evaluation of the Schoolwide Plan, making any revisions needed as a result of new assessment data.	X	X	X
09-25-08	<b>Parent Meeting/Open House/PTO Meeting</b> – Discuss MS Test score reports and conduct formative evaluation of Schoolwide Plan, making any revisions needed as a result of new assessment data.	X	X	X

**C. Communication**

- 1. Briefly describe the methods that were used to inform the entire staff, parents, community, and district of the schoolwide planning team actions.**
- 2. Briefly describe opportunities for feedback from these groups.**

The Schoolwide Planning Committee has been actively involved in providing leadership and support for the development of the schoolwide plan and will continue to play a critical role in the implementation and formative evaluation of the plan. Staff, parents and community have completed surveys, based on the *Opinion Inventories* developed by National Study of School Evaluation (1997).

Annually a meeting is held for all school stakeholders where the proposed Schoolwide Plan is presented. At this meeting, the tabulated results of the Opinion Surveys are reviewed and a discussion is held on how these results relate to the proposed Schoolwide Plan. Stakeholders are asked to provide suggestions, comments, and recommendations regarding the plan. At a scheduled meeting, the final written plan is presented to all stakeholders in attendance. The plan is submitted to the District for School Board approval prior to being submitted to the Mississippi Department of Education. The approved plan is posted on the Alcorn District website on the school’s web page. A copy of the plan is available at the School Office, Federal Programs Building, and Superintendent’s Office for review by stakeholders.

Annually, prior to the beginning of the school year, the school holds an Open House or Parent Conference where parents/guardians are provided a copy of their child (ren)’s statewide assessment score reports and the Title I Teacher and the School Test Coordinator review the assessment data with the parents and provide a detailed explanation of the report contents and the Mississippi Curriculum Test performance levels. At the Open House or a PTC meeting, an overview of the Schoolwide Plan, as revised based on the most recent student statewide score reports, is presented for discussion and approval by stakeholders.

Each of the schools in the Alcorn School District participates in the school improvement process of the Southern Association of Colleges and Schools (SACS). This process provides the structure through which all school staff, students, parents, and individuals representative of the community are encouraged to assist in the planning and decision-making process that guides site-based school improvement efforts. SACS Improvement committees, representative of all stakeholders, are on-going in nature and meet regularly throughout the school year. The work/reports of these committees are available to and utilized by the District annually in its development of the Consolidated Federal Programs Application process.

School Title I Schoolwide Plans are posted on the district website and available to stakeholders in electronic format. Written copies of the plans and the Consolidated Federal Programs application are available at the school and/or various district locations.

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

One hundred percent of stakeholders attending the September 25, 2008, meeting approved and support the 2008-09 School wide Plan.

**D. Technical Assistance**

<b>Date</b>	<b>Provider</b>	<b>Type of Assistance</b>
07-28-08 08-05-08	District Test Coordinator	Training of teachers on Houghton-Mifflin Math Training of teachers on Discovery Education Assessments
09-03-08	District Test Coordinator	MCT Data Analysis – Using Data to Drive Instruction – Lexiles/Quantiles and Depth of Knowledge
August ‘08	Title I Director	Program Implementation
Monthly	Alcorn Academic Coach	Coaching and Mentoring activities
Quarterly	Title I Director	Program Implementation
Monthly	Title I Academic Coach	Title I Teachers – coaching and mentoring activities
August 25-29 Dec. 8-12 March 4-11	District Discovery Education Assessment Coordinator	Use of Discovery Education Assessments – administration of Alcorn Benchmark Assessments.

## COMPREHENSIVE NEEDS ASSESSMENT

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

Biggersville Elementary School is a public, rural elementary school serving grades K through 6 in the Alcorn School District. Biggersville is fully accredited by the State of Mississippi and the Southern Association of Colleges and Schools. During this Guided Self Study period, Biggersville was accredited by the state of Mississippi as a Level 3 school for the 2002-2007. For the 2007-2008 school year the Mississippi was accredited as a Level 2. Biggersville has met the federal Adequate Yearly Progress (AYP) each year. Our school serves about 160 students each year in grades K-6. Biggersville is a small township just south of Corinth, Mississippi. This small school is the center of a small, close-knit community of caring families. The positive school climate at Biggersville enhances the self-esteem of students and staff. When Biggersville students complete the 6<sup>th</sup> grade, they move to Biggersville High School, which is a separate building on the same campus.

### 2. *Process used to collect and analyze data across the five schoolwide planning dimensions*

#### **Student Achievement:**

The Mississippi Curriculum Test (MCT2), second edition, a criterion-referenced test for grades 3 through 8<sup>th</sup> is given each spring. The MCT evaluates student progress of students in the Mississippi Curriculum Frameworks. Biggersville's goal for each student is a score of advanced and a grade level increase in scale scores. Analysis of the MCT Reading test scores from a school-wide perspective indicates that for the years 2004-2006, a gradual decrease in overall reading scale scores across the grade levels. This decrease in scale scores is a determining factor in Biggersville Elementary Accreditation was Level 3 for the 2003-2007.

One of the state mandated tests is the Mississippi Writing Assessment given to students in the fourth and seventh grades. Biggersville fourth grade students have shown an average of the score of **2** on the Mississippi Writing Assessment for the past three years.

Another state mandated test is the Mississippi Science Assessment given to grades 5 and 8. The fifth grade assessment is a comprehensive test covering competencies/objectives of grades 3-5. Also, the eighth grade assessment is a comprehensive test covering competencies/objectives of grades 6-8.

The MCT2, MS Writing and Mississippi Science assessments give the Biggersville teachers/students/parents data needed to determine program planning strategies.

#### **School Context and Organization:**

Biggersville has a small staff with one administrator and for the most part one classroom of each grade Kindergarten through sixth grade. It is part of the Biggersville High School campus, yet a separate school. The Title 1 staff consists of one teacher.

Instructional and organizational effectiveness is measured by the *Survey of Instructional and Organizational Effectiveness* based on the Indicators of Schools of Quality (1997) developed by NSSE. One of Biggersville's instructional and organizational limitations found during the 1997-2002 period was the lack of time that can be allotted for committee meetings without sacrificing instructional time. To address this, the schoolwide committee was restructured to fit the current number of staff and the time available for meeting. In addition, this restructuring allowed more staff, parents, and community to be involved on regular bases without interfering with instructional time and parent/community work schedules.

Parent surveys indicate that our parents and visitors feel comfortable with the school organization and how they are treated by our administration and staff. Parents and other guests indicate that they feel welcome.

#### **Professional Development:**

Professional development at Biggersville Elementary will be ongoing and comprehensive. Professional development time will be embedded in the school day, offered before and after school and in the summer. For the 2008-2009 SY schools in the Alcorn School District have been allocated money to be used at the school level for professional development needs at the individual school. Opportunities to extend teacher knowledge and apply effective techniques will be supported through

graduate courses, workshops, professional reading groups and coaching. Classroom teachers and support teachers will be encouraged to work collaboratively to implement new teaching techniques. Professional development topics will include the five dimensions of reading as well as effective writing and mathematics instruction. Periodic staff meetings will be dedicated to examining student work to help establish common expectations for student performance and to sharing teaching techniques that help all students achieve the established standards.

All professional development is aligned with the Mississippi and National models for professional development. School administration and stakeholders recognize the critical role teachers' professional development plays in the accomplishment of the district/school goals for improvement in instructional/organizational effectiveness and student achievement. Therefore, in accordance with the Mississippi model, the professional development provided:

- Is an integral part of the school improvement initiatives;
- Is grounded in knowledge about good teaching and adult learning principles; and
- Provides staff with opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and practices.

The District employs an Academic Coach and School Improvement Coordinators who will mentor/coach instructional staff (teachers and teacher assistants), train/mentor/coach persons serving as substitute teachers, and train/mentor/coach volunteer peer and adult literacy tutors. Based on the results of a Professional Development Needs Assessment completed by all teachers and teacher assistants, the Academic Coach will work collaboratively with employee to develop a Personal Professional Development (PPD) Plan that addresses the following:

- Professional skills, attitudes, behaviors that are "challenge" areas,
- Identification of specific training and professional development activities needed/desired to build capacity in "challenge" areas, or areas of individual interest,
- Peer Coaching/Study Team activities and assignments,
- Involving parents in their children's education, and
- Assessment/evaluation processes to be used to measure individual progress toward achieving personal professional "capacity building" goals/objectives.

The Academic Coach will serve as leader/facilitator for Peer Coaching/Study Team activities and will provide a majority of the professional development training identified by instructional staff as needed for their professional growth and development. The Academic Coach will provide teachers and assistant teachers with in-classroom demonstration of effective instructional practices, as well as mentoring and in-classroom coaching. Additionally, the Academic Coach will plan and implement a teacher induction program for all Biggersville teachers with two or less years of experience.

### **Curriculum and Instruction:**

Biggersville Elementary uses the Alcorn District curriculum that is based on the Mississippi Frameworks and Instructional Intervention Supplements for each grade. The National Writing Project, Preventing Academic Failure, and Texas Scottish Rites Program for Dyslexia, and Accelerated Reader have comprehensive designs that include instruction, assessment, classroom management, professional development, and parental involvement. The programs integrate the language arts curriculum with technology and professional development for teachers. The programs can be used as part of a comprehensive, school-wide reform plan to help all students meet local performance standards, assist teachers in implementing research-based "best practices" instruction, and address the management needs identified in the needs assessment process.

Research on these programs indicates they can have a significant positive impact on student motivation and on classroom community (Swain, 1996; Snow, 1990; Senge, 1990). Integration of technology across the curriculum will be emphasized. Research indicates that 80% of school initiatives involving technology fail because of improper implementation or lack of support within the school organization.

For the 2008-2009 school year, the Alcorn School District implemented the use of Process Writing in grade 2. This is part of a District wide three year plan to establish Process Writing grades in K-3<sup>rd</sup> grade.

### **Family and Community Involvement**

Biggersville used adaptations of the National Study of School Evaluation's (NSSE's) opinion inventories to gather the necessary data from students, teachers, parents, and community members about the quality of education provided by this

school. This formal surveying is done once annually and the results compiled and compared. Surveys are sent to all parents with students are rewarded for bringing the survey to school completed. Teachers and students are surveyed in their homerooms. Community members are surveyed by parent volunteers. For the 2008 surveying, stakeholders took a more active role in participating than in prior years.

**3. Strengths and Areas in Need of Improvement**

A strength for Biggersville Elementary School is that it employs veteran, stable teachers and staff who are passionate about teaching and making a difference in the lives of the students they teach. Biggersville experiences minimal turnover in teaching staff.

The Mississippi Curriculum Test (MCT2), second edition, a criterion-referenced test for grades 3 through 8<sup>th</sup> is given each spring. The MCT evaluates student progress of students in the Mississippi Curriculum Frameworks. Biggersville’s goal for each student is a score of advanced and a grade level increase in scale scores. Analysis of the MCT Language Arts and Mathematics test scores from a school-wide perspective indicates that for the years 2006-2007 and 2007-2008, Biggersville Elementary School has reduced in the number of students scoring in the Proficient/Advanced categories and has increased in the number of students scoring in the Basic/Minimum categories. This is a reverse of what our school needs to show.

One of the state mandated tests is the Mississippi Writing Assessment given to students in the fourth and seventh grades. Biggersville fourth grade students have shown an average of the score of 2 on the Mississippi Writing Assessment.

**Mississippi Curriculum Test 2006-2007 & 2007-2008**  
*Percent of Students Scoring at each Proficiency Level*  
*School, District, & State Comparison by Grade and Subtest*

3rd Grade Language Arts	06-07	07-08	07-08	07-08
	BES	BES	DISTRICT	STATE
Minimal	6%	6%	15%	13%
Basic	12%	17%	33%	36%
Proficient	59%	67%	41%	38%
Advanced	24%	11%	11%	13%

  

3rd Grade Math	06-07	07-08	07-08	07-08
	BES	BES	DISTRICT	STATE
Minimal	6%	6%	16%	14%
Basic	6%	39%	31%	29%
Proficient	59%	44%	46%	48%
Advanced	29%	11%	7%	9%

  

4th Grade Language Arts	06-07	07-08	07-08	07-08
	BES	BES	DISTRICT	STATE
Minimal	19%	31%	16%	15%
Basic	0%	15%	30%	35%
Proficient	62%	38%	39%	36%
Advanced	19%	15%	15%	13%

  

4th Grade Math	06-07	07-08	07-08	07-08
	BES	BES	DISTRICT	STATE
Minimal	27%	15%	18%	18%
Basic	19%	38%	28%	26%
Proficient	38%	38%	48%	46%

<b>Advanced</b>	<b>15%</b>	<b>8%</b>	<b>7%</b>	<b>9%</b>
<b>5th Grade Language Arts</b>				
	<b>BES</b>	<b>07-08 BES</b>	<b>07-08 DISTRICT</b>	<b>07-08 STATE</b>
<b>Minimal</b>	<b>6%</b>	<b>7%</b>	<b>13%</b>	<b>15%</b>
<b>Basic</b>	<b>6%</b>	<b>45%</b>	<b>36%</b>	<b>37%</b>
<b>Proficient</b>	<b>63%</b>	<b>41%</b>	<b>43%</b>	<b>40%</b>
<b>Advanced</b>	<b>25%</b>	<b>7%</b>	<b>9%</b>	<b>7%</b>
<b>5th Grade Math</b>				
	<b>06-07 BES</b>	<b>07-08 BES</b>	<b>07-08 DISTRICT</b>	<b>07-08 STATE</b>
<b>Minimal</b>	<b>0%</b>	<b>24%</b>	<b>20%</b>	<b>18%</b>
<b>Basic</b>	<b>44%</b>	<b>34%</b>	<b>31%</b>	<b>30%</b>
<b>Proficient</b>	<b>38%</b>	<b>38%</b>	<b>43%</b>	<b>43%</b>
<b>Advanced</b>	<b>19%</b>	<b>3%</b>	<b>6%</b>	<b>9%</b>

**6th Grade Language Arts**

	<b>BES</b>	<b>BES</b>	<b>DISTRICT</b>	<b>STATE</b>
<b>Minimal</b>	<b>19%</b>	<b>25%</b>	<b>13%</b>	<b>15%</b>
<b>Basic</b>	<b>4%</b>	<b>30%</b>	<b>38%</b>	<b>40%</b>
<b>Proficient</b>	<b>70%</b>	<b>40%</b>	<b>44%</b>	<b>40%</b>
<b>Advanced</b>	<b>7%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>6th Grade Math</b>				
	<b>06-07 BES</b>	<b>07-08 BES</b>	<b>07-08 DISTRICT</b>	<b>07-08 STATE</b>
<b>Minimal</b>	<b>26%</b>	<b>40%</b>	<b>25%</b>	<b>22%</b>
<b>Basic</b>	<b>7%</b>	<b>25%</b>	<b>30%</b>	<b>26%</b>
<b>Proficient</b>	<b>33%</b>	<b>30%</b>	<b>39%</b>	<b>44%</b>
<b>Advanced</b>	<b>33%</b>	<b>5%</b>	<b>6%</b>	<b>8%</b>

**\*\*Areas of concern when compared to the state**

**4. Prioritization of Needs**

**A. Process used to identify highest priority areas needing improvement.**

Based on statewide achievement and district benchmark assessments, school improvement committees annually looks at the school’s instructional processes and organizational management. Utilizing the structure provided by the school improvement process developed by the Southern Association of Colleges and Schools (SACS) and adopted by the MS Office of Leadership Development/Enhancement as its model for improvement, School Improvement Planning (SIP) teams are maintained in place at the school at all times. All staff members serve on one or more of the planning teams. To ensure input from all stakeholders, parents, students, and community members serve on the planning teams. Each year, over a period of several months, through a series of planning and brainstorming sessions, the SIP Teams (a) identify desired results for students; (b) determine organizational and instructional strengths and weaknesses; (c) establish goals designed to increase student achievement and teacher capacity; and (d) develop action plans to address identified areas of needs. The Title I Schoolwide Planning Committee, composed of all stakeholder groups and Title I staff, use the data collected by the SIP Teams to develop the annual

Title I Schoolwide Plan. The Title I Committee facilitates a “question and answer” session and presents its proposed plan to the school as a whole, including parents and community members. Each attendee at the meeting is asked to vote on the proposed plan, which includes student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.

**B. Highest priority areas needing improvement.**

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Priority Needs
<b>Student Achievement</b>	Student Motivation/Apathy adversely affects student achievement Increase students achieving in the Advanced category	MCT Results STAR Results DIBELS Results
<b>Professional Development</b>	Teachers-Learn how to use data analysis to drive interventions for individual students	Discovery Education Assessments Usage
<b>School Context and Organization</b>	Scheduling is problematic due to limited staff Pre-Kindergarten needed	Personnel Reports Establishing Program
<b>Curriculum and Instruction</b>	Revamp Kindergarten Curriculum Implementation of Kindergarten Curriculum	Training Rosters
<b>Family &amp; Community Involvement</b>	Collaborate with Families and Community to address student apathy	Student Achievement Increases

**INQUIRY PROCESS**

**I. Method of selecting best scientifically based-research solutions**

**A. Studied and investigated best practices and research**

Using the school improvement model, *Breakthrough School Improvement*, of the Southern Association of Colleges and Schools, it was determined that Biggersville needed scientifically based-research solutions that include curriculum design that:

- ◆ Focuses on critical content topics, key concepts, and questions to elicit reasoning /thinking;
- Encourages instructional strategies that accommodate individual learning styles,
- Integrates character education into the teaching/learning processes,
- Helps students acquire the skills necessary for effective, fluent, and creative reading and writing,
- Includes assessment practices in the content areas that will help ALL students meet or exceed state content, performance standards, and benchmarks, and
- Uses technology as a productivity and teaching tool

Teachers in each core subject area and at all grade levels participate in planning and implementing reforms in teaching, learning, and school management which are integrated into the regular school day in all classrooms and impact instruction in all classrooms. The instructional programs planned for Biggersville Elementary are based on the content and principles of instruction promoted by the Mississippi Department of Education and flow from the content standards of the MS Curriculum Frameworks. The programs employed are consistent with the recommendations of the National Reading Panel (2000) and National Research Council (1998). The following principles to be employed at Biggersville are consistent with the MS Reading Reform Model, Three-Tier Model of Instruction, and the district’s reading plan: (1) prescriptive direct systematic teaching; (2) explicit instruction in phonological awareness; (3) individually tailored for maximum effect; (4) instruction based on appropriate, valid, and reliable assessments; (5) high quality professional development; and (6) ample repetition and practice.

**B. Visited and contacted successful schools and programs**

A group of teachers visited the Lamar County STARS program and Chalybeate Elementary School. In addition, we contacted several schools with successful reading programs for struggling readers.

**2. Summary of how solutions match priority needs**

The National Writing Project operates on the premises that

- ✓ Writing is a worthwhile craft to develop and an effective learning tool to use in all academic studies;
- ✓ Writing should be taught/practiced beginning with early childhood and continue through high school; and
- ✓ Teachers should become leaders in preparing their colleagues for effective instructional practices.

*Preventing Academic Failure* rests on the same foundation of research upon which the National Research Council conclusions are based. These materials incorporate well-established principles of early learning with an effective emergent reading curriculum:

- ◆ To become successful readers (without later remediation) children should leave first grade with the foundations of reading knowledge, including the alphabetic principle, substantial vocabulary, phonemic awareness, knowledge of sound/symbol relationships (phonics), word recognition skills, and a self-image as a “reader” (See NRC Report, 1998).
- ◆ Different children require different experiences to develop the foundations of reading. Both literature experiences and explicit, direct instruction should be provided to students, as needed (See NRC Report, 1998).
- ◆ Children develop reading foundations at varied paces and should, under optimal circumstances, be provided individualized instruction (See NRC Report, 1998).
- ◆ Acquisition of phonological and reading skills follows a consistent developmental pattern that can be facilitated (See Snider, V.E., “A Primer on Phonemic Awareness: What It Is, Why It’s Important, and How to Teach It,” *School Psychology Review* 24, no. 2: 443-455, 1995; Adams, 1990).
- ◆ To individualize instruction, teachers need ongoing information about each child’s development in the foundations of reading listed above (See NRC Report, 1998).

## SCHOOLWIDE PROGRAM STRATEGIES

**A. Instructional Program****1. Key components of reading instructional program of the school 2. Research-based or evidence of effectiveness that supports the strategies selected**

This schoolwide plan addresses school-wide strategies that involve all teachers, students, and all subjects through its emphasis on reading and writing across the curriculum. Each model selected for use in the schoolwide plan adheres to the guidelines for effective literacy development established by the National Research Council (1998). Each model will enable teachers to ensure students improve their academic achievement as they:

- Offer a balance of reading aloud, shared reading, guided reading/writing, and independent practice;
- Provide reading instruction focused on decoding and comprehension, using phonics, meaning, and grammar;
- Include ongoing, authentic assessment that informs teachers, students, and parents about instruction, learning, and progress;
- Provide instruction in an active, problem-solving manner so children can use a variety of reading/writing strategies;
- Recognize that a great deal of successful reading is essential for readers to develop automaticity and rapid decoding; and
- Recognize that the most critical element in any classroom is the teacher and therefore provides that the teacher operates with both direction and flexibility and is knowledgeable about how children learn.

The programs selected include a multi-sensory approach to reading. Preventing Academic Failure will be used for students with reading skills that are significantly below grade-level. This program is based on the Orton-Gillingham Method. A prescriptive intervention program will be individually designed for each student struggling with acquiring grade-level reading skills to address the student's specific deficits/weaknesses. Students in 1<sup>st</sup> – 6<sup>th</sup> grade with identified problems will be served by Title I teachers. The individualized instructional plans will consist of the following principles of instruction:

**Simultaneous, Multi-sensory** – All learning pathways in the brain will be used simultaneously in order to enhance memory and learning.

**Systematic and Cumulative:** Sequence will begin with the easiest and most basic elements and progress methodically to more difficult material. Each step will also be based on those already learned and concepts taught will be systematically reviewed to strengthen memory.

**Direct Instruction:** Direct/explicit teaching of concepts with continuous student-teacher interaction, along with practice for stabilization.

**Synthetic and Analytic Instruction:** Synthetic instruction will present the parts of language and then teach how the parts work together to form a whole. Analytic instruction will present the whole and teach how this can be broken down into its component parts.

This Plan will build on the training classroom teachers have received in the Three-Tier Model of Instruction and DIBELS Assessment, as well as provide additional training for teachers in these and other methodologies.

### ***3. Suggested school instructional schedule***

Students scoring at the Minimal and Basic levels on the MS Curriculum Test, second edition, will be identified and targeted for further district assessment. Students in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades will be assessed three times yearly with the DIBELS. Referrals will be solicited from classroom teachers for students with reading skills two or more years below grade placement and who are suspected of being dyslexic. For all students identified by screening assessment as needing further testing, a comprehensive diagnostic battery of achievement, reading, and non-verbal intelligence measures will be completed.

Master-level teachers, paid with other federal and district funds, will serve as reading specialists/academic coaches to conduct screening and comprehensive diagnostic assessment of referred students, work with regular classroom teachers to design multi-sensory language-based phonics and linguistic instruction, provide training for classroom teachers in implementing multi-sensory reading instruction, and facilitate on-going formative assessments to evaluate progress toward meeting objectives/outcomes. A master-level teacher at Biggersville will supervise and guide Title I teachers in providing direct intervention in individualized and small-group settings.

### ***4. Components of the instructional program that meet the needs of special populations***

Biggersville Elementary is committed to providing all students with equitable opportunities. The staff believes that the school, and themselves, can only be successful if ALL students are successful. Students with disabilities and students with limited English proficiency, along with their teachers, will fully participate in all aspects of Title I. Therefore, Biggersville Elementary will ensure that students with special needs have full access to technology in their classrooms, any materials acquired through this project, and that their teachers have the same professional learning opportunities.

Research studies in clinical settings show a multi-sensory approach using direct, explicit teaching of letter-sound relationships, syllable patterns, and meaning word parts is successful with a wide range of ages and abilities (NICHD, 2000). The reading programs and instructional strategies to be employed are inclusive in nature, and will accommodate special education and English Language learners. See above section for description of how timely assistance and services will be provided for struggling learners

## **C. Monitoring and Evaluation of Student Progress**

### ***1. The uniform local assessments used to monitor student academic progress.***

- A. District Benchmark Assessment (Discovery Education Assessment, DEA)
- B. Program specific assessment and logs
- C. DIBELS and/or Developmental Reading Assessment (DRA2)
- D. *Accelerated Reader* STAR assessment
- E. MS Curriculum Test, second edition (MCT2)

### ***2. Methods used to identify students experiencing difficulty mastering skills and standards***

The school has a School Testing Coordinator who provides assistance and support in the use of *Discovery Education Assessments (DEA)*. Through the use of *DEA* technology, an intensive data-driven approach to strategic instruction will be used to monitor student achievement – an approach that is especially effective with low-achieving economically disadvantaged students. This process consists of (a) analyzing data based on Mississippi statewide criterion-referenced assessments; (b) analyzing the results from district benchmark assessments; (c) providing teachers with tools to create classroom assessments; and (d) electronic analysis of state, district, and classroom assessment results for individualization of instruction three times a school year. By using *DEA*, teachers may track student performance on standards, generate customized review sheets that target areas of need for each student, and individualize student assignments. This process will track student progress on both a short and long term basis. Students identified with special needs will be included in all assessments and their progress will be tracked along with other students. Individual student assessment scores will be tracked throughout the year to determine the overall impact on meeting stated goals, objectives, and benchmarks.

The District's *Discovery Education Assessment* Coordinator/Trainer, the District's Academic Coach and the School Improvement Coordinator will be available to ensure teachers are involved in decision-making regarding instructional strategies and student interventions are timely. The Academic Coach or School Improvement Coordinator will provide extensive training and coaching sessions on the use of the school's Teacher Support Teams to ensure students struggling academically are identified early and appropriate improvement plans are developed and implemented.

A variety of assessment strategies will be used to measure success at meeting objectives and benchmarks. The Biggersville Principal, Academic Coach and School Improvement Coordinator will monitor classroom practices in the following ways:

1. Observe teachers' instructional/assessment strategies to ensure carryover of professional development activities into the classroom setting. Additionally, the principal and coach will monitor on a weekly basis the lesson plans of participating teachers.
2. Teachers will complete a variety of self-assessment instruments, as well as a professional-development assessment that measures the overall effectiveness of the training and sustaining activities provided to staff.
3. Quality integrated language arts classroom instruction and assessment practices in process writing will be evaluated by the production of participant portfolios, containing:
  - A. Instructional plans aligned with state and local curriculum frameworks,
  - B. Examples of authentic performances with rubrics developed with student input,
  - C. Illustrative student work samples for selected concepts/competencies/standards.

Parental involvement will be measured by attendance rosters, numbers of volunteers participating in the classroom reading projects, number of families signing commitment pledges to complete in-home reading and writing activities.

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

##### ***1. Activities the school will engage in to implement the schoolwide plan. 2. How activity relates to the priority areas needing improvement.***

Through this schoolwide plan, all teachers in each core subject area and at all grade levels will participate in implementing reforms in teaching, learning, and school management. The reform strategies will be integrated into the regular school day in all classrooms and impact instruction in all classrooms. Professional development at Biggersville Elementary will be ongoing and comprehensive, as well as embedded in the school day, offered before and after school and in the summer. Opportunities to extend teacher knowledge and apply effective techniques will be supported through graduate courses, workshops, professional reading groups and coaching. Classroom teachers and support teachers will be encouraged to work collaboratively to implement new teaching techniques. For the 2008-2009 SY schools in the Alcorn School District have been allocated money to be used at the school level for professional development needs at the individual school. Professional development topics will include the five dimensions of reading as well as effective writing and mathematics instruction. Periodic staff meetings will be dedicated to examining student work to help establish common expectations for student performance and to sharing teaching techniques that help all students achieve the established standards.

##### ***3. On-going and embedded support and follow-up to professional development***

In accordance with the MS Professional Development model, the professional development provided by the District:

- ✓ is closely linked to school improvement initiatives,

- ✓ is grounded in knowledge about good teaching,
- ✓ is based on scientific research,
- ✓ provides teachers with opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practices,
- ✓ demonstrates respect for teachers as professionals and as adult learners,
- ✓ provides for sufficient time and follow-up support for teachers to master new content/strategies and to integrate them into their practice,
- ✓ is an integral part of teachers' work rather than a privilege granted by administrators.

The District employs an Academic Coach who will mentor/coach instructional staff (teachers and teacher assistants), train/mentor/coach persons serving as substitute teachers, and train/mentor/coach volunteer peer and adult literacy tutors. The Academic Coach will serve as leader/facilitator for Peer Coaching/Study Team activities and will provide a majority of the professional development training identified by instructional staff as needed for their professional growth and development. The Academic Coach will provide teachers and assistant teachers with in-classroom demonstration of effective instructional practices, as well as mentoring and in-classroom coaching. Additionally, the Academic Coach will plan and implement a teacher induction program for all teachers with two or less years of experience.

Research indicates that use of Peer Coaching/Study Teams increases instructional staff's skill of using data to impact instruction. Peer Coaching will be an important part of the school's professional development plan. Teachers will view and use the videotape "Peer Coaching", produced by the Mississippi Department of Education, as a guide to establish their Teams and implementation plans. Professional development, provided by the Academic Coach, will occur during the school year to train teachers to be effective coaching team members. Quality, unencumbered time will be set aside on a routine basis to provide time for teachers to collaborate. Group time will be provided to allow all members to meet together during and after regular school hours to share ideas. Teachers will receive monthly training and support from the Academic Coach. If students are experiencing difficulties, team members will brainstorm to generate possible solutions. Team members will come to consensus on strategies to use to strengthen student performance.

#### **E. Parent and Family Involvement**

##### ***1. Key strategies planned to increase meaningful parental involvement***

Parents and community members were actively involved in the planning process for this schoolwide plan through participation as members of the school improvement planning teams. Parents and the local community will be engaged in further meaningful planning and implementation of the school improvement activities in the following ways:

1. Parents and community members will continue to serve as committee members. They will work as active partners to problem-solve issues related to the project and make decisions about need for adjustments in program implementation strategies;
2. Parents will assist in planning parenting workshops on topics identified by them as needful.
3. Parents with computers in their homes will have access to the Alcorn website and the school's homepage.
4. Parents and teachers will work cooperatively to develop agreements between students and the school to engage in/complete specified challenging academic activities. Teachers will provide parents with web-based tutoring guides which they will use to assist children in home-based tutoring sessions.
5. Parents will serve as "Volunteers for Literacy" in classrooms.
6. The Crossroads Reading Council will continue to provide volunteers and provide books to children.
7. Horizon, Inc., a non-profit organization dedicated to improving education will provide volunteers and materials/supplies. Through this organization business sponsors provide services and materials.

8. Volunteers trained by the LINK Organization will serve as reading tutors for students.

The Alcorn District has no preschool programs; however, the district will coordinate its parent involvement programs and activities with Head Start pre-school programs. In addition, Head Start pre-school programs that feed into the Alcorn School District will be given the Mississippi Curriculum Frameworks for kindergarten and first grades. All communication with parents shall be provided in their primary language. The Academic Coach and the building administrators will provide training sessions on how to assist parents in becoming full partners with the school in children's education and teachers are required to conduct frequent parent/teacher conferences to ensure good communications

**2. *Process used to develop and implement the Parent Compact.***

1. Using models from various states and schools, the schoolwide planning team developed a proposed Parent Compact which was submitted to the Title I Director for approval. Opinions and suggestions were solicited from parents prior to the compact's submission to the Title I Director.
2. At a scheduled conference at the beginning of the school year, the Parent Compact is reviewed in detail with the parents and identified student. The Title I teacher schedules and conducts the conference, where any questions or concerns expressed by parents, or any requested modifications are made during the conference.
3. If any modifications are requested, the Parent Compact is re-submitted to the Title I Director for review to ensure it meets state and federal regulations.
4. Parents and students are asked to sign the Parent Compact. The Compact is periodically reviewed with parents and students throughout the year as appropriate or needed.

**3. *Process used to meet with parents of students who have not met academic standards***

- ◆ School personnel requests a Parent/Teacher Conference
- ◆ At conference, school personnel provides a detailed explanation of child's strengths and needs, school policies, and available programs. As needed, permission is sought to conduct comprehensive assessment and/or place child in appropriate program.
- ◆ Inform Teacher Support Team (TST) chairperson of student's academic situation

**F. Coordination**

***1 and 2 Coordination of transitions for students.***

At Biggersville Elementary, we believe that early intervention is the key to long lasting student success. We are making gains in this area currently and plan to expand our efforts. A Kindergarten pre-registration will be held and classroom visits and orientation session will be conducted. Kindergarten screening will be provided to pre-schoolers prior to their admission to Kindergarten. Notification of all activities will be provided to all HeadStart Centers and area pre-school programs.

***3. On-going coordination with other community programs and agencies.***

Teamwork among staff, administrators, parents, students, and community is a central focus of this plan. This teamwork began long before even the initial stages of planning. Because of the size of the Biggersville community and its rural nature, the school is a unifying and rallying point for the community. All stakeholders take pride in the school and teamwork among staff and staff/community is the typical operational mode for the school. Since all stakeholders were involved in the planning, it is anticipated that unity of purpose will continue and serve as a catalyst for improvement in the teaching and learning processes. Monthly/quarterly/annual celebrations, e.g. open house events, parent/teacher organization meetings, Family Literacy Nights, Make a Difference Day, Literacy Celebration, etc. will be a central part of this plan.

***4. District support for schoolwide program implementation and activities/strategies for coordinating the schoolwide program with other district and school improvement efforts.***

This plan will emphasize a standards-based system of education that aligns standards and research-based practices to curriculum, instruction, assessment, professional development, leadership, and data-driven planning. Teachers are more

supportive of change, at both the classroom and school levels, when everything they do is part of a unified multi-faceted improvement plan, as opposed to multiple and isolated improvement strategies and activities. This plan stresses unity of effort and purpose in all of the proposed strategies and activities.

The Alcorn District has integrated into its culture the School Renewal Process of the Northern Central Association Commission on Accreditation and School Improvement, a division of AdvancED. Biggersville Elementary has both five-year and annual plans that reflect its overall vision, mission, and goals. The Alcorn District will continue to provide technical assistance in the school renewal process

For the past three years, a major thrust for the Alcorn School District, based on student achievement scores, has been improving integrated language arts instruction and student performance. Since 1997, Title V (Innovation) funds have supported literacy programs/activities and innovations at the school and classroom levels. This provision of both fiscal and human resources will continue to be available to Biggersville Elementary. This plan also supports the District's effort to implement data driven instruction using *Discovery Education Assessments*, as a universal screener, to integrate data-based performance management into all aspects of instruction. Through the use of *Discovery Education Assessments's* paper-to-web technology, the District is positively impacting students' academic performance. This plan will use *Discovery Education Assessments's* data-driven performance management system as the foundation for its classroom and benchmark assessment of students.

For approximately eight years, the Alcorn District has actively participated in the SouthEastern Regional Vision of Excellence (SERVE) educational laboratory's "District Leads" Team and serves, since 2004, as one of its Research Sites. The focus of this regionalized effort is the promotion of quality student work and classroom assignments; professional capacity-building; and creation of a collegial support system for teachers and administrators within the school. Biggersville Elementary staff is involved in this process and the lessons learned from the District's participation will be incorporated into the school's schoolwide plan for Title I services.

Teamwork between the district and the school will be evident through the support provided by the Supervisor of Instruction, Academic Coach and School Improvement Coordinator. The District's *Discovery Education Assessments* Coordinator/Trainer and the District's Academic Coach will be available to ensure teachers are involved in decision-making regarding instructional strategies and student interventions are timely. The Academic Coach and School Improvement Coordinator will provide extensive training and coaching sessions on the use of the school's Teacher Support Teams to ensure students struggling academically are identified early and appropriate improvement plans are developed and implemented.

## **G. Evaluation and Ongoing Program Development**

### ***1. How and when ongoing implementation of the schoolwide program will be evaluated and adjusted as needed***

To help ensure the success of the schoolwide plan, the school will complete a summative and formative assessment/evaluation process. The assessment/evaluation process is a *continuous improvement model*, to ensure ongoing feedback to the school in support of mid-course corrections. The evaluation process will consist of:

- ◆ The school will develop an implementation assessment document detailing all aspects of the implementation plan and the data to be used to measure effectiveness of strategies. Data will include, but not be limited to, annual pre- and post-test scores on the MS student assessment instruments; Professional Development Program Self-Assessment; staff/parent/student needs/interest inventories; and other school/project activities.
- ◆ A Process Assessment Worksheet will be developed and utilized to track the activities and progress of each element of the schoolwide plan. Staff will use the Quarterly Process Assessment Report (QPAP) worksheet to provide formative information to staff, parents, and other stakeholders.

### ***2. Process to be used by school and district to annually review and update schoolwide program plan to ensure progress***

An Outcome Assessment Worksheet will be used to track the progress toward accomplishing the plan's objectives and outcomes. The Schoolwide Planning Committee will use the report, along with other data, as the basis for recommendations regarding adjustments that may need to be addressed. At the end of the school year, all the data collected will be compiled, tabulated, and analyzed as appropriate to each of the project objectives and outcomes. Staff will strive to build on the last

year's success with the goal of continuous improvement. Additionally, all formative assessment information/data collected during 2008-09 will be used by the planning committee to guide the development of the schoolwide plan for 2009-10.

**READING IMPLEMENTATION/ACTION PLAN – BIGGERSVILLE ELEMENTARY**

**Measurable Reading Goal:**

In the fall of 2008, the percentage of 3<sup>rd</sup> – 6<sup>th</sup> grade students meeting or exceeding the state Reading performance standards will increase **from 56.25 % to 70%** as measured by MCT-2 assessment.

<b>School Profile data which relates to this goal:</b> (most recent Reading MCT data used to create baseline for above academic goal) <b>2007-08 MCT-2</b>					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments) Discovery Education Benchmark Assessments – administered 3 times annually; Lexile measures for individual students; STAR test for Reading; Parent/Teacher Conferences held at least twice annually; Open House; Teacher Support Team meetings; weekly work folders sent to parents; 3-week and 6-week reports of progress					
<b>Description of procedures for reporting student progress toward this goal to parents:</b> MCT-2 and DEA Benchmark assessments individual score reports are provided to parents Teachers discuss test results with parents, including student’s strengths and weaknesses by strand analysis Parents are provided with suggested strategies for helping their child Alcorn District website has a Parent Resources section that can be used to obtain additional resources and strategies for use in the home.					
<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><u>Instructional Strategies</u></b> to support reading					
Multi-sensory approach Differentiated Instruction Individual or small group intervention sessions After-school tutoring Five dimensions of reading emphasized in reading	Title I Teachers Academic Interventionists After-school staff	August 2008 – May 2009	S.P.I.R.E. (supplemental) Lindamood-Bell Process Texas Scottish Rites Prog. Harcourt – Trophies Discovery Education Resources Accelerated Reader/STAR	Increase in the five dimensions of reading	September, December, and March DEA Benchmark Assessment results  MCT-2 Score Reports  Intervention Logs
<b><u>Professional Development</u></b> To support reading Learning Seminars Online Technology Courses Coaching Sessions Tier I Classroom Observations Title I Coaching Logs RtI Coaching Logs	Principal School Improvement Coordinator	August 2008 May 2009	DEA Discovery Ed. License Developmental Reading Assessment (DRA-2) TST Manual Title II Funds	Teacher Knowledge Checklists; Prof. Dev. Self-Assessment; Tier I Classroom Observation Checklist;	Pre-Posttest for training activities Coaching Logs Principal’s Tier I classroom observation Checklist Attendance Rosters

<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>Parent Involvement</b> To support reading Planning Committee Membership Parent Academy – parent education Frequent communication through:</p> <ul style="list-style-type: none"> <li>• Parent/Tea Conferences</li> <li>• Progress reporting</li> <li>• Parent Information Packet</li> <li>• Surveys</li> <li>• Newsletters</li> </ul> <p>Literacy Night each semester Home Literacy Packages Encouraging participation in Volunteers for Reading Flexible Scheduling of meetings</p>	<p>Principal Supervisor of Instruction Title I Director Title I Advisory Comm. Teachers</p>	<p>August 2008 May 2009</p>	<p>Title I Parent Involvement funds Parent Academies Parent Info. Resource Center</p>	<p>Parent/Teacher Conferences; Home Activities Response to surveys by Parents</p>	<p>Attendance Rosters Parent Academy Agendas Parent/Teacher Conference Minutes Counselor’s Service Logs</p>
<p><b>Organization/Scheduling Strategies</b> to support reading Protecting instructional time Uninterrupted instructional block of time (90+ minutes) Individual/small group time w/ Academic interventionist Maximizing Title I time for instruction Lead Teacher format w/ frequent meetings Grade Level Common Planning</p>	<p>Principal Title I Academic Coach</p>	<p>August 2008 May 2009</p>	<p>After-school tutoring/homework assistance Academic Interventionists Supplemental Reading Programs</p>	<p>After-school attendance Rosters; classroom teacher checklists; Activity schedules Progress Logs</p>	<p>Attendance Rosters Progress Logs Teacher surveys 6-weeks Report Cards Staff/Student Schedules</p>
<p><b>Climate/Behavior Strategies</b> to support reading Posted school/classroom rules Reward System</p>	<p>Principal Classroom Teachers</p>	<p>August 2008 May 2009</p>	<p>Three-Tier Instructional Process School/Classroom Rules Flippin Mngmt. Process</p>	<p>Student Attendance MSIS Reports TST Minutes</p>	<p>Teacher Surveys TST Minutes MSIS Reports Teacher Logs</p>

**MATHEMATICS IMPLEMENTATION/ACTION PLAN – BIGGERSVILLE ELEMENTARY**

**Measurable Mathematics goal:**

In the spring of 2008, the percentage of 3<sup>rd</sup> – 6<sup>th</sup> grade students meeting or exceeding the state Mathematics performance standards will increase from **44.5 % to 60%** as measured by MCT-2.

<b>School Profile data which relates to this goal:</b> (most recent Math MCT data used to create baseline for above academic goal) <b>MCT-2 2007-08</b>					
<b>Description of how student progress toward this goal will be measured:</b> (local math assessments) MCT-2 and DEA Benchmark assessments individual score reports are provided to parents Teachers discuss test results with parents, including student’s strengths and weaknesses by strand analysis Parents are provided with suggested strategies for helping their child Alcorn District website has a Parent Resources section that can be used to obtain additional resources and strategies for use in the home.					
<b>Description of procedures for reporting student progress toward this goal to parents:</b> Discovery Education Benchmark Assessments – administered 3 times annually; Quantile measures for individual students; Parent/Teacher Conferences held at least twice annually; Open House; Teacher Support Team meetings; weekly work folders sent to parents; 3-week and 6-week reports of progress					
<b>Strategy, Method, or Action</b>	<b>Who is Responsible?</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evidence</b>	<b>Evaluation Methods</b>
What will you do	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Instructional Strategies To Support this Goal</b>					
Differentiated Instruction  Individual or small group intervention sessions  After-school tutoring	Principal  Title I Academic Coach  Response to Intervention Coordinator  21 <sup>st</sup> CCLC Site Coord.	August 2008 May 2009	Great Explorations in Math & Science (GEMS) Integrative Units for Math/Science  Mountain Math  Houghton-Mifflin Math Series  After-School Tutoring	Increases knowledge of the five mathematics strands of the National Math Council (NMC)	Teacher Notes and grades  MCT-2 Score Reports  DEA Score Reports/Strand Analysis
<b>Professional Development</b> To support reading Learning Seminars Online Technology Courses Coaching Sessions Tier I Classroom Observations Title I Coaching Logs RtI Coaching Logs	Principal School Improvement Coordinator	August 2008 May 2009	DEA Discovery Ed. License Math U Screener TST Manual Title II Funds	Teacher Knowledge Checklists; Prof. Dev. Self-Assessment; Tier I Classroom Observation Checklist;	Pre-Posttest for training activities Coaching Logs Principal’s Tier I classroom observation Checklist Attendance Rosters

<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>Parent Involvement</b> To support mathematics Planning Committee Membership Parent Academy – parent education Frequent communication through:</p> <ul style="list-style-type: none"> <li>• Parent/Tea Conferences</li> <li>• Progress reporting</li> <li>• Parent Information Packet</li> <li>• Surveys</li> <li>• Newsletters</li> </ul> <p>Encouraging participation in Volunteers for Mathematics Flexible Scheduling of meetings</p>	<p>Principal Supervisor of Instruction Title I Director Title I Advisory Comm. Teachers</p>	<p>August 2008 May 2009</p>	<p>Title I Parent Involvement funds Parent Academies Parent Info. Resource Center</p>	<p>Parent/Teacher Conferences; Home Activities Response to surveys by Parents</p>	<p>Attendance Rosters Parent Academy Agendas Parent/Teacher Conference Minutes Counselor’s Service Logs</p>
<p><b>Organization/Scheduling Strategies</b> to support reading Protecting instructional time Uninterrupted instructional block of time (90+ minutes) Individual/small group time w/ Academic interventionist Maximizing Title I time for instruction Lead Teacher format w/ frequent meetings Grade Level Common Planning</p>	<p>Principal Title I Academic Coach</p>	<p>August 2008 May 2009</p>	<p>After-school tutoring/homework assistance Academic Interventionists Supplemental Reading Programs</p>	<p>After-school attendance Rosters; classroom teacher checklists; Activity schedules Progress Logs</p>	<p>Attendance Rosters Progress Logs Teacher surveys 6-weeks Report Cards Staff/Student Schedules</p>
<p><b>Climate/Behavior Strategies</b> to support reading Posted school/classroom rules Reward System</p>	<p>Principal Classroom Teachers</p>	<p>August 2008 May 2009</p>	<p>Three-Tier Instructional Process School/Classroom Rules Flippin Mngmt. Process</p>	<p>Student Attendance MSIS Reports TST Minutes</p>	<p>Teacher Surveys TST Minutes MSIS Reports Teacher Logs</p>