

**Clarkdale Elementary School
Schoolwide Program Plan
School Year 2011-2012**



**Mississippi Department of Education
State Template
(Revised March 2009)**

Introduction

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

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

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

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

SCHOOLWIDE PROGRAM PLANNING

A. Planning Team

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

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

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

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

Position	Name of Team Member
Parents:	Renea Pickard, Amy Williams, Nicole Hutcherson, Jennifer Horne, Elizabeth Cooper
Licensed Staff: <i>(include position)</i>	Melinda Perry, Angela Keith, Jackie Stamm, Janice Breazeale, Keri Coleman, Stephanie Shirley (all teachers)
Non-Licensed Staff: <i>(include position)</i>	Lenita Henson, Music Assistant
Administrators: <i>(include position)</i>	John Lisenbe, Principal
District Staff:	Lisa Hull, Federal Programs Coordinator
Title I Staff:	
Community Members <i>(include position)</i>	Sonya Holliman, businesswoman
District Homeless Liaison:	Lisa Hull, Federal Programs Coordinator
Others: <i>(secondary students, etc.)</i>	Angie McHenry, Counselor

B. Schoolwide Planning Summary

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

The planning team meets periodically to discuss the overall strengths and weaknesses of the school program. Data is always carefully studied to ensure that all decisions are data-based. For each area in which Title funds are spent, the team reviews the implementation to determine whether or not it is being successful.

Each year a comprehensive needs assessment is conducted. The Clarkdale Elementary planning team used a variety of information sources to decide upon a plan for the use of federal funds for the school year. We reviewed standardized test scores, questionnaires, and survey data. We discussed our concerns about students who did not score proficient on the MCT2. We are especially concerned about our third grade language/reading scores.

The following data was available for analysis: standardized test scores, attendance records, discipline data (compared from last year to this year), demographics, SES, growth model, and AYP results by sub-groups. A prioritized list of needs was then developed to enable all stakeholders to work toward the goals that were established as a result of the needs assessment.

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

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		plng. team	all staff	parents
4/20/2011	Title I Planning meeting at CO			
5/9/2011	Title One Planning Committee meets	x		

C. Communication

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

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

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

Title I planning actions were discussed in several faculty meetings and PTO meetings. The principal additionally notified staff by e-mail of allocation amounts and needed input. The Planning Committee then met on 5/9. The plan will be presented to the faculty on 5/18. We will also post the plan on the Clarkdale website and post a summary of the plan in our school newsletter.

2. Briefly describe opportunities for feedback from these groups.

During faculty meetings, teachers were given the opportunity to provide verbal feedback related to priority improvement strategies. They were also given the opportunity to give written itemized needs related to instructional materials. Parents are consulted with during planning meetings as well as PTO meetings. The principal's email address is linked on the Clarkdale website.

3. What percentage of the stakeholders supports the completed Schoolwide Plan? 100%

D. Technical Assistance

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

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

Date	Provider	Type of Assistance
4/21/11	Lisa Hull	Overview of schoolwide plan document

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.

Clarkdale Elementary School is a Title I elementary school that is located in rural southern Lauderdale County, in Meridian, MS. The school serves approximately 420 students in grades K-4 and has been part of Clarkdale Attendance Center since 1934. Our mission has always been to provide a positive, safe learning community where all students will achieve success. We believe that it is our responsibility to see that students become capable, caring, and involved individuals who will become responsible and independent citizens.

Our school population is 9% minority with a 52% free and reduced lunch rate. Our population is transient, with many students moving back and forth between schools within our district and the city school district.

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.

Student Achievement: MCT2 Results (analyzed for individual students, teachers, grade levels, and school-wide), AIMSWEB (math, language, and behavior), SRI, Math Challenge, STAR reading assessment, and school sight word assessments.

School Context and Organization: Surveys, teacher input, classroom observation data

Professional Development: Surveys, teacher input, classroom observation data, MCT2 results

Curriculum and Instruction: Classroom observations, Teacher surveys, formative testing, MCT2 results

Community Involvement: Surveys, parent meetings, parental input, teacher input

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: 2010-2011

- Grades 2 to 4. Oral Reading Fluency. Our scores here are very good. Relatively few students are in the DIBELS “at-risk” category. We see this as a result of our intervention program.
- The Reading Counts program has more than 80% of our student meeting reading goals.
- State test scores have continued, overall, to be good.
- Technology application is improving classroom instruction.
- Over 90% of second and third graders passed the Clarkdale Voc. Assessment.
- Over 92% of our students in grades 1 to 4 passed the math challenge.
- Computer software programs are effective in improving student achievement.
- Our CSR teacher unit reduced class sizes.
- Met AYP and Mississippi growth expectations for 2009-2010.

Weaknesses of the Current Program:

2010-2011

- Kindergarten: We want to improve the number of students passing the vocabulary Assessment.
- 3rd grade: Reading/Language scores need to improve.
- 4th grade: As stated above, our fourth grade scores were excellent. Our primary area of concern is the number of students who scored basic in language/reading.
- Lack of parental involvement as indicated by the low # of parents at PTO meetings and parent conference days

4. Prioritization of Needs:

- a. Briefly describe the process used to identify your highest priority areas needing improvement. We meet and consider data from MCT2, surveys, classroom observation data, district assessment results, classroom assessments, and parent meetings to determine the highest priority improvement areas for Clarkdale Elementary School.
- 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.”

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	Reading Comprehension Language/Grammar Oral Reading Fluency	MCT2 results AIMSWEB State Practice Tests SRI
Professional Development	Development of DOK 2/3 assessments Good Assessment Techniques Arts Integration in Instruction Deploying Common Core in K-2	Surveys Classroom observations MCT2 results PD workshop surveys
School Context and Organization	Student transition Effective use of instructional time	Surveys, Teacher Input, Classroom observation data, MCT2 results
Curriculum and Instruction	Increasing DOK levels in instruction, effective use of class time arts integration instruction	Classroom observation, teacher input, MCT2 data analysis, district assessment results
Family & Community Involvement	Home-School Communication	Surveys, parent input

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

- a) Whole Schools Initiative workshops (3)
- b) Exchange program with Poplar Springs and Quitman Elementary Schools
- c) Professional Learning Communities
- d) Clarkdale Elem. Staff Presentations of Successful Arts Integration
- e) Partners in Education through the Riley Center/Kennedy Center arts workshops
- f) RTI and AIMSWEB training
- g) WSI Summer, Fall, and Spring institutes
- h) Seminars on Common Core

2. Summarize how your solutions match your priority needs.

Our solutions will help us refine instruction and improve student achievement for all students through the integration of technology, effective instruction, parent involvement, and arts integration.

Schoolwide Program Strategies

A. Instructional Program

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

A schoolwide program must: *No Child Left Behind Section 1114(b)(1)(B)*

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

Reading/Language Arts: Our core reading program uses the Houghton Mifflin basal series. This series is used daily with students in grades 1-4. It uses Big Books (authentic literature), anthologies, Read Alouds, and audio compact discs to provide step-by-step instruction. This includes instruction on developing oral language and comprehension, phonemic awareness, decoding skills (phonics, analogy, context, and word recognition), fluency, reading comprehension, writing, spelling, and grammar. Instruction is organized by a set of themes (10 for grades K-1 and 6 for grades 2-4) with selected Big Books (fiction and non-fiction literature) and other classroom activities to highlight the theme.

Reading instruction is supplemented using Reading Counts.

Students who struggle in reading are provided intervention in small groups by a certified teacher. Leveled readers from Scholastic are utilized here. The Reading Assistant and Study Island computer programs are also utilized.

Mathematics: The Houghton Mifflan mathematics series is used for our core math program. This program provides comprehensive support to ensure math achievement. It includes a strong focus on skill building, problem solving, and concepts mastery for every level of learning. This series provides plenty of practice for students and built-in assessments to monitor student progress.

Clarkdale has developed the Math Challenge, which ensures students master both basic and advanced skills needed at subsequent grade levels. Last year, over 92% of our students passed the math challenge in grades one to four.

We will also use Accelerated Math for interventions and progress monitoring.

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

The reading series was developed based on the findings of the National Reading Panel. The math program is based upon the recommendations of the National Council of Teachers of Mathematics. The steady increase in our fourth grade language/reading scores is another example of the effectiveness of our program.

3. Include suggested school instructional schedule.

(See attached schedule at end of document.)

4. Describe the components of the instructional program that will meet the needs of special populations. These can be services during the school day or extended learning time opportunities.
 - Describe how services will be provided for your special education students. Special education services are provided based upon the individual needs of students which drive the development of the IEP. Some students are served by a special education teacher within the classroom, while others receive resource assistance. Many students are self-contained for much of the day according to the federal guidelines for serving students in their least restrictive environment.
 - Describe how services will be provided for your English Language Learners. Our students are served by the district ELL coordinator (Cynthia Clymer) who monitors progress and provides assessment and assistance as needed. We also provide a translator for those parents who do not speak English at parent conferences as well as employing Spanish language letters to go home.

- Describe how services will be provided to students that receive services from the Homeless Education program. The school is able to directly assist with clothing and school supplies, as well as referring families to outside agencies.
- Describe how timely assistance and services will be provided for your struggling learners.

Students in grades 2-4 are screened three times per year using AIMSWEB, STAR, and SRI in reading in order to identify struggling students. Students who are significantly below grade level may be referred to the Teacher Support Team as a part of the Three Tier Intervention process. Frequent progress monitoring and instructional interventions are provided for those students who are in Tier III of this process. Struggling learners are assisted with certified interventionists, teacher assistants, a dedicated intervention period (70 minutes a day, four times a week), and assistance from our computer lab with Study Island, Accelerated Math, and Reading Assistant.

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 2012, the percentage of 3rd grade students meeting or exceeding the State Mathematics Performance Standards will increase from 61% to 70% as measured by MCT2.

In the spring of 2012, the percentage of 4th grade students meeting or exceeding the State Mathematics Performance Standards will increase from 80% to 83% as measured by MCT2.

<p>School Profile data which relates to this goal: MCT2 Data from 2009 and 2010 as well as AIMSWEB assessments for oral reading fluency.</p>					
<p>Description of how student progress toward this goal will be measured: AIMSWEB math and reading assessments are done three times a year.</p>					
<p>Description of procedures for reporting student progress toward this goal to parents: Progress reports will be sent home at the middle of each nine-week period and report cards will be issued quarterly. We also have two parent/teacher conference days and make frequent contacts by phone, email, or letter.</p>					
<p><u>Strategy, Method, or Action</u> What will you do?</p>	<p><u>Who is Responsib</u> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><u>Timeline</u> When will this strategy or action begin and end?</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p>Instructional Strategies To Support this Goal</p>					
<p>Continue to use the current mathematics program emphasizing and utilizing effective instructional practices.</p>	<p>Administrators, teachers</p>	<p>8/2011-5/2012</p>	<p>Certified and Non-certified instructional staff, research-based instructional support</p>	<p>Classroom observation data, district 9-weeks assessments</p>	<p>Classroom observation Aimsweb Testing , MCT2 2011 data</p>

Use Accelerated Math as a supplementary program in second grade to fourth grade for remediation and enrichment.	Administrators, teachers	8/2011-5/2012	Certified and Non-certified instructional staff, software, laserprinters, scan cards, additional copy paper	Renaissance Math reports, classroom observations	Classroom observation data, assessment results, MCT2 2011 data
Continue using the Math Challenge program as an incentive for math achievement.	Administrator and teachers	8/2011-5/2012	Certified and Non-certified instructional staff, copy paper	Math Challenge test results are tracked in the office.	Classroom observation data, assessment results, MCT2 2011 data

<p>Professional Development To support mathematics</p> <p>On-site training for Renaissance Math</p>	Administrators	Fall of 2011	Certified and Non-certified instructional staff, software, laserprinters, scan cards, additional copy paper	Classroom observation data, AIMSWEB test results.	Classroom observation data, AIMSWEB test results, Math Challenge results, MCT2 2011 data
<p>Professional Development To support mathematics</p> <p>Training for implementation of Common Core Standards.</p>	Administrator	May of 2011 to continue throughout the 2011/12 school year.	Certified and non-certified personnel, copy paper, internet connection, digital projector	Classroom observation data, AIMSWEB test results.	Classroom observation data, AIMSWEB test results, MCT2 2011 data
<p>Parent Involvement Activities To support mathematics</p> <p>PTO meetings will be held quarterly.</p> <p>Parent Involvement Workshop for parents and teachers on how to enhance fluency and comprehension.</p>	<p>Administrators, PTO committee</p> <p>Administrators</p>	<p>October 2010, December 2010, March 2011,</p> <p>Oct. 2010</p>	<p>PTO officers</p> <p>Clarksdale Staff members</p>	<p>Agendas, sign-in sheets</p> <p>Agendas, sign-in sheets</p>	<p>Agendas, sign-in sheets</p> <p>Evaluation sheets</p>

Other: (please specify)					
--------------------------------	--	--	--	--	--

READING IMPLEMENTATION/ACTION PLAN

Measurable Reading Goal:

In the spring of 2012, the percentage of 3rd grade students meeting or exceeding the State Reading Performance Standards will increase from 49% to 65% as measured by MCT2 assessment.

In the spring of 2012, the percentage of 4th grade students meeting or exceeding the State Reading Performance Standards will increase from 70% to 75% as measured by MCT2 assessment.

School Profile data which relates to this goal:					
MCT2 Data from 2009 and 2010 as well as AIMSWEB assessments for oral reading fluency.					
Description of how student progress toward this goal will be measured: AIMSWEB math and reading assessments are done three times a year.					
Description of procedures for reporting student progress toward this goal to parents: Progress reports will be sent home at the middle of each nine-week period and report cards will be issued quarterly. We also have two parent/teacher conference days and make frequent contacts by phone, email, or letter.					
<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<u>Instructional Strategies</u> To support reading					
Continue with current core instruction program using basal reading series emphasizing the use of higher-order thinking skills and on grade level specific weaknesses.	Administration	8/2011-5/2012	Certified and non-certified staff, research based instructional support	Classroom observation data, AIMSWEB Assessments	Classroom observation data, AIMSWEB testing, SRI testing, STAR testing, Clarkdale vocabulary testing date, MCT2 2010 data

Use a certified interventionist to provide additional assistance in the area of reading for those students identified by teachers and the universal screeners (AIMWEB and Mississippi K-3 assessment)	Administration	8/2011-5/2012	Certified interventionist, supplementary instructional materials	Classroom observation data, AIMSWEB Assessments	Same as above
Continue to participate in the Mississippi Whole Schools Initiative which provides support for arts integration for classroom instruction.	Administration, teachers	08/2011 to 04/2012 Fall Retreat Spring Retreat Summer Institute	Instructional supplies, professional development	Classroom observation data, AIMSWEB Assessments	Same as above
Continue to use Reading Counts as a supplementary reading program for students.	Administration, teachers, Whole Schools staff	08/2011 to 05/2012	Computers, reading counts software	Classroom observation data, AIMSWEB Assessments	Same as above
Continue the ORF emphasis in grades K-2 along with a emphasis on sight words.	Administration, teachers, Whole Schools staff	08/2011 to 05/2012	Computer lab, assessment team	Classroom observation, AIMSWEB, vocab assessments	Same as above

--	--	--	--	--	--

<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Professional Development To support reading Training for Language Teachers by the Mississippi Writing Thinking Institute	Administrators Administrators	03/10 1/10-5/10	NRSI staff, power paks MWTI staff/coaching and followup	AIMSWEB universal screening, 9 week district assessment AIMSWEB universal screening, 9 week district assessment	MCT2 2010 results MCT2 2010 results
Parent Involvement To support reading Parent/teacher workshop on MCT2 analysis	Administrators, Parents for Public Schools	03/10	Parents for Public Schools staff	Workshop evaluations	End of year parent survey
Other: (please specify) Intervention time of 1 hour and 15 minutes will be built into the daily schedule in order to provide remediation and enrichment for students.	Administrators, certified staff	8/09-5/10	Instructional material, core and supplementary.	Classroom observation data, district 9-weeks assessments	Classroom observation data, district 9-weeks assessment results, MCT2 2010 data
Climate/Behavior Strategies To support reading Use positive behavior intervention strategies to	Administrators	8/09-5/10	Professional development in	Discipline referrals	Comparison of discipline referrals

decrease discipline referrals schoolwide.			PBIS		08-09 to 09-10
Other: (please specify)					

C. Monitoring and Evaluation of Student Progress

1. Briefly describe the uniform local assessments the school will use to monitor student academic progress during the school year for each grade level.
 - a. Clarkdale Elementary School assesses students using AIMSWEB testing for both reading and math.
 - b. Third and fourth grade students are given the STAR reading and Scholastic Reading Inventory three times per year.
 - c. We also use our own vocabulary test and the Math Challenge for grades K to 4.
2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.
 - AIMSWEB testing.
 - Vocabulary testing
 - Intervention Program
 - Teacher Observation/Classroom assessments
 - Classroom tests
 - STAR, Study Island, and SRI
 - Active Teacher Support Team/ Weekly progress monitoring

D. High Quality Staff and Professional Development

A schoolwide program is required:

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

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

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

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

1. List the professional development activities the school will implement to develop the schoolwide plan. If the team has created a professional development calendar, include the calendar.
 - a. 2011-2012 Professional Development Calendar appended at end of document.

- b. Whole Schools Institute seminars and workshops
 - c. Professional development by local staff and principal
- 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.
Each professional development activity directly relates to our overall professional development goal of improving student achievement. (Please see numbered list of goals.)
- 3. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.
 - a. Classroom observations
 - b. Coaching and follow-up by principal
 - c. Professional Learning Community meetings

E. Parent and Family Involvement

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

The schoolwide program must:

- Create effective involvement of parents and conduct conferences with the parents of students who have not met academic standards, and
 - Incorporate use of the parent-school compact, which must be attached to this plan.
2. Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning. These strategies should also be found in the Action Plan.

Clarkdale Elementary school believes in the power of parental involvement. Teachers are trained to communicate with parents on a regular basis. Parent meetings are held each semester to share data with parents about student performance. Teachers also maintain contact with parents by phone, letters, e-mail, and newsletters to keep parents informed about their child's progress. Attention is given to providing individual student academic assessment results in a language that parents can understand.

Two Wednesday afternoons are set aside annually to meet with parents. Records of parent attendance are kept. Teachers also keep parent contact logs which are checked monthly.

A parent/school newsletter is sent home monthly. Teachers also send home either weekly or monthly newsletters.

Parents are able to access student grades electronically by internet.

3. Briefly describe the process used to develop and implement the Parent Compact.
 - a. Parent Compacts were developed to ensure that students, parents, and teachers work cooperatively together. It is an agreement between parent, teacher, administrator, and student.
 - b. Parent Compacts are sent home each year and discussed with parents at open house. Parent Compacts are explained to all new enrollees and their parents.
 - c. The Title One Planning Committee meets in May to review and modify (if needed) the parent compact.
 - d. The PTS compacts are given out as part of the school information packet. Teachers get these from the office. Upon being returned, they are signed by the teacher and principal, and then kept in the teacher's room.
4. Describe the process used to meet with parents of students who have not met academic standards.

Two Wednesday afternoons are set aside annually to meet with parents. Records of parent attendance are kept. Teachers also keep parent contact logs which are checked

monthly. Additionally, Teachers maintain contact with parents by phone, letters, e-mail, and newsletters to keep parents informed about their child's progress. Students in danger of failing a grade have a letter sent home which the parent signs and returns. We strive to arrange teacher/parent conferences in these cases.

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

F. Coordination

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

Currently there are no Head Start pre-schools or daycares in our area. Kindergarten teachers provide an open house in the spring for new students and their parents. Students are assessed at the beginning of the school year to determine if special programs are needed.

3. 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.

Because Clarkdale Elementary and Clarkdale Middle School are located on the same campus, the transition between schools is easier for students. Since there is a change in administration between the schools, the middle school principal will conduct in-class discussions with students in the spring for those fourth graders about the expectations for 5th grade in order to better prepare them for middle school.

4. Describe on-going coordination with other community programs and agencies such as homeless education or neglected/delinquent programs. n.a.
5. 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 district office ensures that all funds are spent in order to improve student achievement. Each school within the district works cooperatively to align resources so that funds/programs work most efficiently. Teachers are paid with State/District funds.

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.

Teachers at Clarkdale Elementary are committed to high expectations for student achievement as evidenced by their participation in high quality professional development, parental involvement activities, and the implementation of varied teaching strategies in the classroom.

Teachers have common planning time to review assessment and formative data and meet for Professional Learning Communities regularly.

All teachers meet regularly to discuss strategies for improving student achievement.

Teachers are included on the Leadership Team for school improvement.

The Title I planning team will analyze data relative to student achievement each nine weeks. The school wide program plan will be evaluated and adjusted as needed.

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

The planning team meets periodically to evaluate the Title I school wide plan and evaluate its effectiveness. If strategies and programs are not effective, new strategies and programs are then implemented.

Fiscal Requirements

Fiscal Resources

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

Schoolwide Programs are required to describe:

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

Funding Sources

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

Funding Source	Amount	Describe how funds will support Schoolwide Program goals
District Funds		
Title I, Part A		
Title I, Part C		
Title II, Part A		
Title II, Part D		
Title III		
Title IV		
Title V		
Title VI		
Other		

A. Uses of Funds

Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table on page 19 will be used to support the schoolwide plan.

We will spend the greater part of our funds in two areas:

- i. \$45,000 is allocated for a class size reduction teacher.
 - ii. \$19,000 is allocated for interventionist services.
 - iii. The remaining amount, which is less than \$5,000, is to be used to purchase supplies, provide for Reading Counts, and support the Whole Schools Initiative.
2. Complete the Schoolwide Program Budget Summary and include with each schools' schoolwide plan. (*Please see worksheet 7 in the Budgetary Documents of the CFPA.*)

Reminder:

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

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

Supporting data for the Schoolwide Plan

- **Data Collection Sheets (samples only)**
 - **Clarkdale Vocab. First Grade Total**
 - **Clarkdale Vocab. 3rd Grade Watts**
 - **AIMSWEB 3rd Grade ORF**
 - **AIMSWEB 3rd Grade Math Comp**
 - **MCT2 summary**

- **Summary of Survey Data...pending**

- **Summary of Relevant Assessment Data...see attached**

- **Prioritization of Needs ???**

- **School Instructional Schedule...see attached**

- **Professional Development Calendar (or schedule)...pending**

- **School Parent Compact...see attached**

- **School Parent Involvement Policy???**