

SCHOOL WIDE PROGRAM REPORT

School: St. Charles Middle School

School Year: 2016-17

Name of School wide Program Planning Committee Chairperson: Buffy Mann

In the spaces below, briefly describe how the school wide program (SWP) assures that the ten required components are being covered. Title I does not have to fund all of the 10 components (other sources may fund some of the components) because federal, state and local resources are integrated in a school wide program. Federal funds must be supplemental to State and local funds; however services do not have to be supplemental to the regular education programs.

1. Needs assessment covers whole school. What data sources did the school use to plan the school wide program? What needs did the data identify? What specific grade levels and/or content areas were identified as a priority? What achievement gaps were identified?

Data Sources: MAP, K-Prep, and teacher made common assessments. The above data identified needs/priorities/gaps. Reading sub-skills including phonemic awareness, vocabulary, word reading, sentence comprehension, passage comprehension and listening comprehension were analyzed for all students. Students were targeted based on stanine scores for individual subtests. MAP data and student common assessment results were used to analyze student performances in reading and math, and target individual students based on student need.

2. School wide reform strategies. What strategies, based on scientific research, will **all** teachers and para educators use? What is the program design and how is it correlated with the Program of Study and the core content? How does the program increase the amount and quality of learning time? How will the achievement gap be eliminated between various groups of students, including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible? How will the special needs of low-achieving students be met? Was the school wide plan implemented as written? Were the strategies effective in increasing student achievement? Did student achievement meet the goals established in the plan?

Students scoring in the lowest 20th percentile on the MAP test, when compared to their peers in reading are targeted to receive Rti (Response to Intervention) strategies. Read180 is research based program and implemented by a trained Read180 teacher. Other students who are targeted as needing extra instruction in reading receive one-on-one or small group guided reading instruction through out ESS daytime waiver program. All classroom teachers and assistants have received training in guided reading strategies and help implement literacy groups.

In addition, students targeted for additional reading and math instruction based on MAP, K-Prep, or teacher made common assessments are assigned to an intervention group. Students are targeted based on academic performance. All students are eligible for these additional services regardless of gender, socio-economic status, or disability; thus the educational needs of all students are met through our School wide Title I Program.

Compass online program, which is research based, is used to address students' needs that scored in the 20th percentile or lower. Both Reading and Math growth are measured through AIMSWEB probes given weekly to students.

3. Instruction by highly qualified teachers. Are all teachers certified in fields in which they are teaching? If not, what steps are being taken to ensure that **all** teachers are highly qualified? What is the educational background of paraeducators? What steps are being taken to ensure that **new** paraeducators meet the educational requirements before they are hired?

All teachers are certified and highly qualified in the fields in which they are teaching. All paraeducators at St. Charles Middle School meet the educational requirements.

4. Professional development. What professional development (PD) is planned? How was the school's PD needs determined? How is the PD tied to the school's Comprehensive School Improvement Plan? How will the planned PD improve instruction? What makes the Pd offerings high quality and ongoing? How are principals, teachers, paraeducators and other appropriate personnel such as: health services coordinators;

special education coordinators; and directors of Family Resource and Youth Service Centers included in the PD? How will the impact of the PD on student achievement be measured?

The professional development plan was determined through the needs assessment process and evaluation of all data during by certified and classified staff and parent representatives, thus all stakeholders were involved in the process. The PD is high quality, on-going, and job-embedded. All PD is evaluated at the conclusion of each session. To ensure that PD is on-going, teachers are asked to include strategies from their professional development sessions in their Professional Growth Plans which are worked on throughout the school year and monitored by our principal. The impact of the PD on students achievement is measured through analysis of lesson plans, district walk-throughs, and data from MAP, K-Prep, and teacher made common assessments. The professional development for instructional assistants is based on our school-wide plan for improvement which is the focus of our Consolidated Plan.

5. Strategies to attract highly qualified teachers. What strategies are used to recruit highly qualified teachers? What strategies are used to retain highly qualified teachers in the school?

All staff hired at St. Charles Middle School are required to interview with the SBDM council. Teachers are only considered for the position if they meet the requirements of a highly qualified teacher in the area needed. The district attempts to recruit highly qualified teachers by participating in college employment fairs and by allowing education students to complete their practicum and student teaching positions in our building.

6. Parent involvement. What will the school do to increase parental participation, such as offering family literacy services? How are parents included in their child's education? How are parents involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts?

Title I holds informational, test analysis, parent/teacher conferences, family nights, school production and activities for parents of St. Charles Middle School students. Title I representatives discuss our program at Open House, Title I parent meetings, and through school newsletters and program handouts. Parents are also surveyed to determine how we can better serve their students. Every parent receives a Parent Learning Compact each school year, and is invited to help develop and refine our Parent Involvement Policy. A Parent Involvement Policy was also rewritten and approved by the SBDM council.

7. Assists transition. What will the school do to emotionally and academically ease student transition from early childhood programs to elementary school programs?

A transition plan has been adopted by the SBDM council. It includes classroom teachers working with their next year's students in transition activities during the spring. Transitional activities include: bump up day, in which all students move to and follow a schedule for their next grade level; an open house and an evening dance.

8. Measures to include teachers in decisions. How are all teachers included in the selection of academic assessments? How do all teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

All teachers are involved in the selection of academic assessments and data analysis. Teachers meet during faculty meetings and planning periods to analyze standardized test data such as the K-Prep. In addition, they meet during PLC meetings to analyze student work, common assessment data and MAP data.

9. Activities to ensure that students meet state standards. How does the school provide effective, timely, and additional intervention to students in danger of not meeting state standards? How are students and their needs identified for assistance? How do teachers and paraeducators collaborate for planning and instruction?

Data from the above sources are routinely analyzed during PLC meetings in order to determine if students' intervention plans are enabling them to meet state standards. Students are given intervention through a three tier system.

The tiers include:

1. Classroom intervention
2. Small group intervention
3. One-on-one intervention

If these tiers are unsuccessful in enabling these students to meet state standards, then students are referred for screening and placement in our special education program.

All staff including classroom teachers, special education teachers, Rti and Title I teachers collaborate to plan instruction. Instructional strategies are shared with paraeducators if applicable.

10. Coordination and integration of programs. What Federal, State and local funds are made available to the school? How does the school coordinate and integrate Federal, State and local programs and services to improve instruction and increase student achievement?

Federal funds including Title I and IDEA funds are available to the school. State funding including FRYSC, and section 6 (SEEK funds) are distributed for school use as well. All funds are budgeted after careful analysis of all available data and needs assessments.