

**MERCER COUNTY SCHOOLS**

**051 215 MONTCALM ELEMENTARY SCHOOL**

**RT 2 BOX 35**

**ROCK WV 24747**

AllPlans Plan

Plan submitted: October 17, 2010

*Montcalm Elementary School is nestled in the heart of southern West Virginia.*



## Planning Committee

Name	Title	Representation
Betsy Kiser	Parent	*Parent
Jane Martin	Teacher Fifth Grade	*Teacher
Kathy Goins	Teacher	*Teacher
Linda Fagg	K- Teacher	*Teacher
Lisa Nisbet	Parent	*Parent
Mark Peck	Special Education Teacher	*Special Education
Martha Roark	LSIC Committee Member	*Parent
Michelle Keeney	Faculty Senate President	*Teacher
Omar Aboulhosn	Business	*Business Community
Sharon G. Reed	Principal	*Administration
Shellie Ingraham	Service	*Service Personnel
Sonya Murrell	School Counselor	*Technology
Terri Sheppard	Pre K Teacher	*Teacher

### **Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.**

Prior to the start of school, members of the 5 year planning committee which was comprised of teachers, service personnel and members of the PTO were given draft copies of the strategic plan and asked to recommend changes or revisions. These changes were collected and discussed prior to being incorporated into the plan. Material which was reviewed included last years plan, current WESTEST II results, DIBELS results, informal math results, and Quick Phonics Screener. Discussion involving the new Math series EveryDay Math and Number Worlds (RtI) was held to inform parents about the Math series and Response to Intervention. Additionally, parent training surveys were reviewed; school attendance data and discipline data were reviewed. All of this information was utilized to formulate the plan. Members of the LSIC were given draft copies of the plan for review and discussion. This plan has been reviewed and changed as appropriate throughout the year. Teachers, PTO members, LSIC members and the planning committee discuss this plan and monitor its effectiveness.

## **Core Beliefs**

1. The faculty and staff of Montcalm Elementary, believe that all children can learn. By creating a positive school climate, we can enhance students' perception of themselves, and others and design a setting that will be conducive for 21st Century learning. By stressing high expectations for all, we can enable students to reach their full potential. The principal will be the instructional leader who encourages the staff to share ideas and suggestions for improving instruction and school climate. By frequently monitoring students, teachers and programs, instructional delivery can be modified and improved. Differentiated instruction, early interventions and appropriate activities can be planned to address the needs of all students. This will enable all students to reach his/her greatest potential. Having cooperative and collaborative administration, faculty and community, will enable stakeholders to create an environment that will enhance and encourage learning.

## **Mission Statement**

Montcalm Elementary faculty and staff will ensure that all students are provided opportunities to grow academically, socially and developmentally equipping them with the skills necessary to become successful, productive members of a 21st Century society.

## Data Analysis

### Data Analysis for the Strategic Plan

**Key Outcome Indicators:** Briefly describe the conclusion reached after examining trend information and benchmark assessments. Then, summarize the overall implications for the Five-Year Strategic Plan. After reviewing the benchmark assessments it is evident that the 3 Tiered Reading Model plays a major role in the overall Five-Year Strategic Plan. The 3 Tiered Reading Model targets the goals and objectives of the plan. It is also a very large portion of the Title 1 compliance section of the plan. Montcalm Elementary School is implementing the 3 Tier Reading Model. Title I is working closely with the Regular Education Teacher in Small Flexible Reading Groups K-3rd for 2 twenty minute sessions a day. Title I also does pull outs based upon analysis of the WESTEST 2 data, Acuity Benchmarks and DIBELS Benchmark data. DIBELS and QPS are also effective indicators of student success in the 3 Tiered Reading Model. Students K-3 all participate in WtI based upon QPS data. Montcalm's other assessments and tools that are being utilized are the informal math assessments, WESTEST II material, Acuity Benchmarks, Basal benchmarks and WV Writes. Westest 2 data shows that the school achieved AYP for the 09-10 school year. Several students attended, funded by Mercer County BOE, aided in students attaining necessary content stands to be successful.

**External Trend Data:** Examine the trends in the community to determine external factors that affect student performance and broaden the committee's understanding of the trends that affect how students should be prepared for the future. Due to recent economic conditions, the community trends have changed at Montcalm Elementary. Montcalm a Pre K- 6 has experienced a decrease in enrollment of 336 students to 328. We have a large transient population of students along with a lot of single parent families and students living with relatives instead of the primary parent. There is a lot of unemployment in the area. Seventy-three percent of our students are either free or reduced lunch. These conditions of transient, unemployment, and high free lunch have the ability to affect student performance. Lack of interest by the parents, or grandparents are a factor in the students need for help. Many of the students who need the extra help are not able to stay for Tier III after school tutoring because public transportation is not available. Parents are also not able to pick them up from Tier III programs. This is why it is extremely important to help students master the skills needed during Tier I and Tier II. Read Naturally is utilized during the regular school day for Tier III in order to accommodate those students who can not stay after school. ROOT CAUSES: Current economic conditions that have worsen over the past year, children are not living in a traditional home environment and lack of transportation and parent interest are all contributing root causes.

**Student Achievement Data:** The core of the Five-Year Strategic Plan is the establishment of the strategic five-year goals. By Policy, these goals must focus on improved student achievement. Thus, careful study of school system achievement trends is essential to broaden the committee's understanding. Items to review may include WESTEST reports, writing assessment, end of course exams, ACT Plan ACT Explore, SAT and ACT. Montcalm Elem. school for the 09-10 school year achieved an overall score in Math 48.42% which was above the state standard of 41.95%. In Reading, Montcalm Elem. achieved 40.53% which was higher than the county standard of 37.19%. Our Special Education group during the 09-10 Reading achieved 9.68% which was 4.71% below the state standard. In Math 12.90% for Special Education, 09-10 was 32.3% which was 6.82% below the state standard which is an improvement from 21.5% in 08-09 school year. (Reading progress is attributed to the Tiered Reading model that is now in place.) K-3 DIBELS end of year 2009-10 results reflect a 23% increase in benchmark students from the beginning of the year this increase is up from 18% the previous year. Kindergarten showed a 69% increase in benchmark for the year. 1st grade showed a 2% increase in benchmark students for the year. 2nd grade showed a increase of 32% benchmark students for the year. 3rd Grade showed a 5% increase in benchmark students for the year. We recognize that transient students, students of low income, single parent families and students living with relatives instead of the primary parent, contribute to the lack of significant progress in Math and Reading/Language Arts. Montcalm will continue to implement the 3 Tier Reading Model. Mercer County has adopted a new math series EveryDay Math for K-5, implementation of Response to Intervention will be implemented to aid students not functioning on grade level for math. Title I will assist with Math RtI when available.

**Other Student Outcomes:** In this section of the data analysis, members review data about other student outcomes such as attendance, discipline reports, college attendance rate, LEP and dropout rates. Analyzing this information and determining the roots causes will broaden the committee's understanding of the outcomes that have a direct impact on achievement.

Over all attendance for the school year 09-10 is 96.13% for Montcalm Elementary. Attendance is critical for students to succeed in the classroom. It has been researched and noted that students who miss school do not do as well as the ones who attend on a regular basis. Attendance rate is very important so we as a school stress its importance and the direct impact it has on achievement. PArnets are contacted daily by the School messenger System and personal phone calls when students are absent. During the 2009-2010 school year, few students were suspended. Since only a few students were suspended last year, it did not have a large impact on the achievement of the students. We have a very strong character education program that has contributed to our very low suspension rate.

**Analysis of Culture, Conditions and Practices:** The data sources summarized in this section relate to monitoring reports, questionnaires or observations completed by staff or external evaluators. These sources describe the overall culture, conditions and practices that exist in the school system. Results of classroom walk throughs, highly qualified teacher data for the district and schools and the Digital Divide report should be part of this section. Montcalm Elementary School continues to have a very strong Title I staff that works closely with the regular educator to ensure success for all students. Walk To Intervention is implemented daily at 8:05 for K-3rd grade. Title I staff also assist in the Respnse to Intervention for Math daily. Both the WtI and RtI is proving to be very beneficial to all studnets. All K-3 teachers and students are engaged in the Walk To Intervention Program, including Special Education Teachers, Title I Specialist, Instructional Interventionistand Resource staff. Walkthroughs in the classroom are done by the principal on a weekly bases using the ipod. Notifying teachers of their progress, suggestions for improvement, and areas for concern with presentation or material are noted back and given to the teachers. Monitoring reports are compared and used accordingly with Parent-Compacts being distributed and returned to the school. Mercer County Schools works diligently to hire highly qualified teachers, and those teachers are responsible for the successes we have had at Montcalm Elementary. Highly qualified teachers are imperative for the success at Montcalm Elementary. In fact, 100% of our teachers are highly qualified. The Digital Divide also plays a critical role. Technology is used in every classroom PK-6. We have 122 XP computers, 1 Vista computers, 20 Presentation stations using Intelli-boards, 4 Smartboards19 Elmos. Special Ed. is now using internet IEP's also. Because of Title I reimbursements these assets help our school to reach the 21st Century Learning goals and objectives.

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

## **OEPA Analysis**

Montcalm Elementary is fully accredited.

## **Prioritized Strategic Issues**

- Increase reading proficiency.
- Increase math proficiency.
- Provide professional development to support instructional strategies.

**Montcalm Elem. will ensure that technology is intergrated across the curriculum for improved student achievment and advanced 21st century skills.**

100% of teachers will receive training on Edline, Grade Quick, Acuity, WV Writes, TechSteps and integration of new equipment.

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
Aug. 9, 2010	K-2 Technology	Teachers	County TIS
TBA	Student responders	Teachers	Co. Rep.
Aug. 9, 2010	Excel Basic	Teachers	County TIS
Aug. 10, 2010	3-5 Technology	Teachers	County TIS
Aug. 10, 2010	Learn 21 grade3-8	Teachers	County TIS
Aug. 11, 2010	3-5 TechSteps	Teachers	County TIS
Aug. 11, 2010	PBL	Teachers	County TIS
Aug. 12, 2010	Edline	Teachers	County TIS
Aug. 14, 2010	Edline	Adm.	County TIS
Aug. 14, 2010	WVEIS WOW	Adm.	RESA
TBA	Responder Training	Staff	Co. Rep.
TBA	Edline Parent Training	Parent/Community/Stakeholders	TIS

-TECH/1: Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology

Technology

- K-3 teachers will use Palm Pilots and DIBELS for reading assessment.
- Teachers will use smart board/presentation projectors for classroom instruction

-TECH/2: Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Technology

- Teachers will use I-Know database to access and develop formative assessments
- Teachers and students will use instructional software (Compass/Orchard/Reading Naturally/Dibels) for improved instruction that is aligned to the CSOs

-TECH/2: Use technology for improved student achievement

Technology

Core teachers will employ Writing Road Map 2 with their students.

Teachers will use Acuity data base to access and develop formative assessments.

MES will pilot TechSteps program.

-TECH/3: Ensure that the use of telecommunications and internal connections in the schools will enhance student learning

Technology

- Teachers will access WVEIS through the internet for data analysis, grade posting. Principal will also access WVEIS for maintaince of the 5 year Plan
- Students and teachers use the Internet for research.
- Teachers use email to communicate and collaborate

-TECH/4: Provide increased access for students and teachers to 21st century tools and resources.

Technology

- Principal will devise a rotation schedule of classrooms to use the computer lab to ensure equal access for all students
- Two new document cameras will increase access to smartboard technology

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-TECH/5: Utilize innovative strategies for providing rigorous and specialized courses that might not be otherwise available

Technology

- Teachers will be able to take students on virtual tours to enhance school curriculum.

-TECH/6 Promote parental involvement and improved collaboration with community/home through the use of 21st century resources

Technology

- The school will communicate with students, parents, and community through the school webpage
- The school will use school messenger (phone master) to communicate messages with the home

-TECH/7: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

Technology

- Teachers will engage in continued professional development on DIBELS and Quick Phonics Screener.
- Support staff will access Schoolimprovement.comPD360 for online professional development modules.

-TECH/8: Maintain and repair all 21st century tools and resources

Technology

- School will use Norton Anti-Virus for anti-virus updates and alerts.
- School sys-op will implement a system for timely reporting of needed technology repairs/maintenance.

-TECH/9: To collaborate with adult literacy providers to provide 21st century skills for adults/community

Technology

- The school will collaborate with adult literacy providers to open computer labs to adult literacy classes when requested.
- During November Education Week Open House, parents are invited to have hands-on access to the lab and instructional software.

**Teachers will provide students the necessary skills in order for them to meet the measurable objectives set by the state in math**

1. All students in grades 3-6 will achieve mastery on WESTEST II at an average rate of 70% or higher.
2. The rate of special needs students in grade 3-6 scoring below benchmark on WESTEST II in math will decrease by 10%.

Date	Training	Audience	Mode
July 19-23, 2010	Standards Based Math Training	Teachers	Marshall Univ.
July 26-30, 2010	Standards Based Math Training	Teachers	Marshall Univ
October 9, 2010	Standards Based Math Training	Teachers	Marshall Univ.
March 2011	Standards Based Math Training	Teachers	Marshall Univ.
August 2-6, 2010	Technology Conference, Charleston, WV	Teachers	National Presenters
July 6-8, 2010	Technology Integration Specialist Training, Bridgetort, TN	Teachers	National Presenters
Oct. 28, 2010	Title I County Parent Involvement Mathematics Training	Parents/Community/Stakeholders	County Presenters
Aug 19, 2010	EveryDay Math	Teachers	Company Rep.
Aug. 10, 2010	Learn 21	Teachers	County/Rep.
Aug. 12, 2010	Number Worlds	Teachers	County/Rep
Aug. 12, 2010	Responders	Teachers	County/TIS
Oct. 13, 2010	EveryDay Math	Sp. Ed. New Teachers and TitleI)	County
Nov. 3, 2010	Number Worlds Tier II Math	All Teachers	County/School

Teachers will participate in training to increase their skills in Math and the implementation of the new Math Series.

Faculty will involve parents in supporting their child's achievement in math.

Core Plan Title I

- Teachers have a 90 minute of math instruction daily to cover the necessary content standards.
- Teachers have attended Standards Based Math training and Every Day Math ( Mercer County new adopted Math series) in the summer to enhance learning.
- Implement instructional strategies learned at the summer math trainings.
- Attend County scheduled training for Every Day Math and Number Worlds.
- Teachers will encourage students to attend parent involvement sessions involving the new math series.
- School newsletter will inform parents about curriculum (math) and related issues each month.
- Teachers encourage parents to attend county-wide Title I Math Parent Trainings.
- Use collaboration days to share strategies and to develop interventions for struggling students.
- RtI for Math will be implemented using Number Worlds for grades K-5
- Title I staff will assist with Math RtI .

Teachers will use a variety of strategies to reach all learners.

Core Plan

- Teachers will use problem solving strategies for higher level thinking
- Teachers will use math manipulatives to enhance the abstract thinking
- Teachers will use visual aids( addition,subtraction,multiplication grids)
- Students will be able to construct various graphs, charts and tables.
- Peer tutoring, individualized instruction, small group instruction and whole group instruction

**Teachers will provide students the necessary skills in order for them to meet the measurable objectives set by the state in reading and writing**

1. All students in grades 3-6 will achieve mastery on WESTEST II at an average rate of 70% or higher in RLA.
2. The rate of special needs students in grade 3-6 scoring below benchmark on WESTEST II in RLA will decrease by 10%.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
Juune 14-16	WVDE Reading First Comprehension and Dibels	County teachers	WVDE and RESAs
July 18-21	ISDE National Reading Research Institute (Components of Reading, RtI, Assessment, Research	County Staff/Teachers	National Presenters
Aug. 17&18, Sept. 15, Oct. 20 and Nov. 17	The writing curriculum and CSOs	County Staff/Teachers	Dr. O'Byrne
Aug. 31, 2010	WVDE Phonological Awareness Program	New Personnel	Jane Meador, RESA I
Aug. 19, 2010	Beyoond the Data (WESTEST II, Acuity, Reading Strategies	Title I	County Presenters
Sept. 29, 2010	A-Z Reading/Technology/Intervention	County Staff/Teachers/Title I	Brenda Thompson
Oct. 11, 2010	Sipps Intervention Program	County Staff/Teachers/Title	Alexis Rapp, Development Studies
Oct. 25, 2010	DIBELS Repair	Title I	County Presenters

Oct. 7,2010	Read Aloud Orientation for Parents	Parents	Craft Memorial Library
Oct. 23, 2010	DIBELS	Teachers K-3 new personnel	County Presenters
Oct. 28, 2010	Title I County Parent involvement Mathmatics Trainiing	Parents/ Community/Stakeholders	County Presenters
Oct. 23, 2010	Ashlock Training	TeachersK-3 new personnel	County Presenters
Oct. 11, 2010	Strategic Plan dev.	Staff	Committee
Oct. 11, 2010	Review WESTEST 2, Improvement/Comparison	Staff	Adm.
TBA	Title I Reading Night	Parents/ Community/Stakeholders	Title I and Teachers

Scheduled Collaboration Wed. and IS Days	Review/Update Strategic Plan	Staff	Title I/Adm./Staff
Scheduled Collaboration Wed. and IS Days	Analyse /Review Benchmark data DIBELS, Acuity, WV Writes, TechSteps	Staff	Title I/Adm./Staff
Sept 1 & 15 Collaboration	Technology (Acuity, WV Write, Edline)	Staff	Staff
TBA	TechSteps	Staff	County Presenter
Summer 2010	Summer Reading Clinic	Staci Paitsel	Marshall University
Aug. 10, 2010	Learn 21	Teachers	County Presenter
Aug. 11, 2010	Read Naturally	Teachers	County Presenter
Aug. 11, 2010	TechSteps	Teachers	County Presenter
Aug. 11, 2010	PBL	Teachers	County Presenter
Aug. 12, 2010	Edline	Teachers	County Presenter

-TECH/2: Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Technology

- Teachers will use I-Know database to access and develop formative assessments
- Teachers and students will use instructional software (Compass/Orchard/Reading Naturally/Dibels) for improved instruction that is aligned to the CSOs

Faculty will involve parents in supporting their child's achievement in reading and math.

Core Plan Title I

- Montcalm school is following the 90 minute uninterrupted reading block.
- Montcalm school is utilizing Walk to Intervention for Tier II to target the needs of the students.
- Teachers have attended Ashlock Training to help with explicit teaching in reading.
- Teachers have been trained to use Acuity and TechSteps with students.
- Teachers have been trained on West Virginia Writes.
- Teachers will implement strategies to help students be successful .
- Teachers have attended training on differentiated instruction to help with small groups.
- Teachers encourage parents to attend school parent involvement sessions on reading.
- Teachers encourage parents to attend county parent involvement sessions on reading.
- Teachers will work closely with Title I staff to implement tiered instruction.

To enhance reading instruction for all students

Core Plan

- Palm Pilots for reading assessment, DIBELS
- Read Naturally for reading motivation and remediation (Tier III).

- Teachers will enhance comprehension through short readings, stories and novels. All strategies will be taught within this context.
- Novel reading with guided instruction.
- Reading across the curriculum, especially Science and Social Studies
- Tier3 Intervention will be extended to include third grade students

## Title I Schoolwide

### 1a. Provide instruction by highly qualified teachers

For all teachers and all instructional paraprofessionals assigned to the school, list the name, job assignment {including grade level and subject(s)}, and certification/qualifications. Indicate the specific subject assignment(s) and the grade level(s) for all Title I funded teachers.

Sharon G. Reed	Principal	MA+45 Admin K-12
Sharon Bailey	5th Grade Teacher	BS+15 Elem Ed K-6
Valerie Bailey	1st Grade teacher	BS+15 Elem Ed K-8 LA 5-8
Richard Barber	Special Ed Teacher	MA+30 SP Ed MI and LD
Robin Reed	Kindergarten Aide	As required by the state
Victoria Crofcheck	1st Grade Teacher	BS+15 Elem Ed K-8 LA 4-8
Barbara Erps	Title 1 PreK Teacher	MA+45 Elem Ed PreK K Pre KHandicap
Becky Pentasuglia	Library Media Teacher	K-6, MA curriculum and Instruction K-12, BA Elem. Ed. , Early Childhood
Linda Fagg	Kindergarten Teacher	MA Elem Ed Early Childhood
Sharon Fitzgerald	4th Grade Teacher	BS+15 K-8 Early Childhood, Middle school
Susan French	6th Grade Teacher	BS+15 Elem Ed
Kathy Goins	2nd Grade Teacher	BS+15 Multi Subject K-8 Pre K Early Childhood
Michelle Keeney	6th Grade Teacher	MA+45 Reading K-12
Brian Johnson	PE Teacher	BS+15 PE k-12 Library Media K-12
Ashley Shaw	Title 1 Reading Teacher	MA+45 Reading K-12
Carol Lester	Instructional Interventionist	BS Elem. Ed K-6 Sci. 5-9
Lois Jane Martin	5th Grade Teacher	MA+45 Elem Ed K-8 Reading K-8 Art 5-8
Jeanne Morris	3rd Grade Teacher	MA+30 Elem Ed 1-6 SLD K-12 Math 4-8
Kim Murphy	Band Teacher	MA+15 Music K-12
Sonya Murrell	Guidance Counselor	MA+45 K-12 Counseling
Staci Paitsel	Music Teacher	BS+15 Music K-12
Mark Peck	Special Ed Teacher	MA+45 LD,MI,BD K-12 Soc. St 7-12

Janet Pettrey	4th Grade Teacher	BS+15 Elem Ed 1-6 MI K-12 Multi Subject 4-8
Eva Darlene Adkins	Title 1 Instructional Interventionist	MA Community Studies BS Elem Ed K-8
Ruby East	Pre K Aide	As required by the state
Edna Rickman	Pre K Aide	As required by the state
Terri Sheppard	Pre K Teacher	MA+15 Multi Subject K-8 Math 5-8 Early Intervention Sp Ed
Deborah Smith	Kindergarten Aide	As required by the state
Elizabeth Poe	Kindergarten Teacher	BS PreK, Special Needs
Loressa Bouldin	Second Grade	BS K-6, 5-9 English
Donna Franks	3rd Grade	BS Elem. Ed. K-8

**1b. Highly Qualified Teachers: Describe the strategies utilized by the school to attract and retain highly qualified teachers.**

Montcalm Elementary relies on the Personnel Director of Mercer County to obtain certified teachers for individual positions that may become available. The interview process is used and the 7 step criteria process is used to make a recommendation back to the Superintendent. Once the applicant is hired, we work to keep those teachers by providing a safe teaching environment, staff development, mentoring by more experienced teachers and general support to make their teaching experience enjoyable. The Mercer County School system also works collaboratively with Marshall to schedule math and reading cohorts. These cohorts enable teachers to obtain Masters Degrees at a decreased cost due to 3rd party contracts. The teachers can obtain reimbursements through Title I or Title II funding.

**2. Staff utilization: List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).**

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization
Ashley Shaw	Title 1 Reading Specialist and Academic Coach	Small group Tier 1 work with 1st grade and 2nd grade. Tier II pullouts, Walk to Intervention, and focusing on skills, and to assist with data analysis, administering DIBELS, BRI, and embedded professional development.
Eva Darlene Adkins	Title 1 Instructional Interventionist	Tier I work with K and 3rd grade in small groups. Tier II pullouts, grade level Walk to Intervention, Response to Intervention for Math, and work on specific skills.
Jane Martin	Title 1 5th grade teacher	To help reduce the class size.
Carol Lester	Title 1 Instructional Interventionist	1/2 day only, pullouts for Tier II, work on specific skills, and grade level Walk to Intervention, and Response to Intervention for Math.

**3. Program Overview: Provide a description of how the school will implement a program that addresses 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 student academic achievement standards. Include plans for extended time.**

In accordance with the goals and objectives, as determined by the needs assessment and scientific based research, Montcalm Elementary's Schoolwide Program will continue to focus on increasing student achievement specifically in reading and math, early intervention, continuous staff development, improving communication skills, and parent involvement. Reading instruction in all grades will focus on the five essential components of reading as determined by the National Reading Panel. Also, we will implement a non-interrupted ninety-minute reading block in Kindergarten through 6th grade. Title 1 teachers will be in class during the uninterrupted reading blocks, primarily in grades kindergarten through three. A 3- Tiered Instructional model will be implemented. Title I will work with small flexible groups providing differentiated instruction. Tier II pullouts, WTI and IPAP will be methods for delivery. Tier II instruction will be provided for those students needing more intense interventions. Tier III will be scheduled primarily before school with the Read Naturally program. For the fifth year, we will be using the DIBELS reading assessment to assess students in Kindergarten through third grade to determine their reading needs more rapidly and with more objectivity, therefore, enabling grouping for earlier intervention. Title 1 teachers will assist the two Kindergarten teachers, two first grade teachers, two second grade teachers, and two third grade teachers with the assessment and the implementation of interventions for students with identified needs. A Title 1 teacher will work in class with K through 3<sup>rd</sup> grade teachers during the ninety minute reading block in SFRG with two twenty minute session to better meet the need of students and assure that students are having more time in small group with a teacher. Kindergarten through third grade will also be required to have a ninety minute block of time for math instruction. Thirty minutes of this time will be utilized for response to Intervention using Number Worlds. The Title I staff will assist with RtI for Math as much as possible. The State Standards and Objectives will be taught using the new adopted Math Series EveryDay Math. The Title 1 teacher will use a pull-out model of instruction to work with students in these grades needing assistance with specific math skills identified using the West Virginia Informal Math Assessment data and Number Worlds Placement Test. There will be two third grade teachers, two fourth grade teachers and two fifth grade teachers. At third grade, the teachers stress their best teaching skills using rotation teaching. Fourth and fifth grade teachers also focus principally on math and language arts in a self contained setting. These teachers will focus on providing instruction in the skills necessary to enable their students to meet the West Virginia Content Standards. One fifth grade teacher is a Title I General Program teacher who assists in reducing class size. Sixth grade students are in a suite with two teachers using collaboration and/or team teaching. During the 2009-2010 school year, a Title I teacher will work in-class during the ninety minute reading block with K through 3<sup>rd</sup> grade. She will also continue to pullout or work in-class with fourth and fifth graders as needed, targeting skill gaps as specific needs are identified using WESTEST data and teacher recommendation. All staff will utilize the Acuity WV Test to create and use for review of content standards daily. Research has show that students using Acuity perform better on the WESTEST2 State Assessment. Therefore Acuity Benchmarking and practice is implemented in 3-6th grade regularly. Collaborative teaching must also include collaborative planning. Teachers in each suite share a common planning time daily. The assisting Title I teacher plans with them. The students are scheduled for physical education, music, media, or Bible so that team planning can take place. County provide Collaboration Wednesday twice a month is beneficial in allowing for time to implement Staff Development/training and sharing of strategies. Active parental involvement has been stressed and has increased over the years at Montcalm Elementary. However, there is a continued need for increased education for parents by demonstrating, explaining, and involving them in activities and strategies that will enable them to work more effectively with their children at home. Parents will receive training that stresses language development, reading, writing, phonemic awareness, math skills, and 21st Century skills (technology). Additionally, all communication with parents will reinforce their role as an advocate of the school-parent partnership so that students realize the importance of school/education. Tier III Response to Intervention will be made available in individual classrooms in the mornings and the program Read Naturally will be implemented. Title 1 staff and special education teachers will do as much inclusion as well as participate in Walk to Intervention. The staff at Montcalm continually reaches out to business partners and government and local community to support school improvement. To ensure the success of this schoolwide plan and to meet the needs as stated in the Needs Assessment, Montcalm Elementary is committed to providing continual staff development as a means of providing teachers with the latest research-based information and teaching strategies. Additional staff development will be necessary to provide teachers with the training and support they need to effectively implement the plan and enhance their student's performance. Therefore, a Title 1 teacher will spend twenty percent of her time as an embedded Staff Development Leader organizing the Schoolwide-based staff development activities, and presenting the latest research findings and most effective strategies and methods weekly throughout the school year. Training will be provided for a variety of more effective teaching methods such as testing strategies involving data base of student information, individualizing prescriptive instruction, timelines and implementation of process skills to better prepare the students standardized testing, parent involvement training, reading comprehension, writing, and technology. Other duties may include, but not be limited to: curriculum alignment, modeling good teaching practices, focused research on school improvement, aiding in lesson planning, workshops and or study groups/discussions of new educational research. In conclusion, the team determined that the ideas and strategies put forth in this document would assist parents, students and teachers in enabling all students to attain the skills needed to become better students and achieve proficiency on the WESTEST2.

**4. Transition Plan: If applicable based on the school's grade configuration, describe the assistance provided for *preschool children* in the transition from the WV Pre K - System to elementary school programs.**

The transition between home and school is made easier for children entering grades K/4 and Kindergarten by a variety of means. Mercer County schedules a Kiddie Fair to screen for vision and speech problems. Pre-registration is held for both grade levels in the spring of each year. This affords parents the opportunity to visit the school and make the necessary arrangements for enrolling their child before school ever begins. Later, an orientation day is scheduled in an effort to reduce the anxiety experienced by both parents and children who are entering school for the first time. The K/4 teachers make home visitations. Both the parents and the child have the opportunity to meet and begin to develop a relationship before ever entering the classroom. Conferences between parents and teachers are scheduled throughout the year, providing information parents may need in order to give extra assistance whenever needed. K/4 students also have ample opportunity to visit the Kindergarten classroom during the school year. Meeting the teachers and interacting with other students makes the transition to kindergarten run more smoothly. At Montcalm Elementary School the transition from K/4 to Kindergarten is facilitated through effective communication between the Pre-K teachers and the Kindergarten teachers regarding the goals and objectives for the next grade level. Teacher expectations, the curriculum, routine and special activities, will be communicated and reviewed with PreK and K teachers in face to face meetings. Suggestions for transition will be discussed at Faculty Senate and School Curriculum Team meetings. The staff will continue to work together to make the transition between grades smooth and successful. Additionally, our efforts to bring about positive transition from grade to grade will be facilitated through student/parent orientation and/or training.

**5. Parent Involvement:**

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date
Reading is Fun!	Parents will be trained on home literacy/comprehension cards. These cards will be used by the parents as students read. The cards will use comprehension skills and strategies.	Ashley Pettus, Darlene Adkins, Carol Lester and other Montcalm teachers	11/12/10
Kindergarten DIBELS training	Parents will learn about the Kindergarten DIBELS test and how the scores impact their child's performance.	Ashley Pettus, Darlene Adkins, Carol Lester and other Montcalm teach	11/4/10
Edline	Parent Technology/	J. Copper	11/4/10
Fun with Reading and Math	Stations will be set up to show parents different strategies and ideas to use with their children.	Ashley Shaw and other Montcalm Teachers	03/17/11
Math	Parent training on the new math series EveryDay Math	County presenters	10/28/10

<i>Other Activities and Correspondence for Parent Involvement</i>	
Activity or Correspondence	Frequency
Open House/ Student Planners	August 25, 2010
School/ Parent Compact	August 26, 2010
County Title 1 Meetings	Fall 2010, Spring 2011
Pre-K Newsletter	Weekly
School Handbooks/ Student Planners	August 2010
Parent Newsletters, PTO Meetings/ Read -A-Loud	Monthly/Weekly
American Education Week/	November 11-19, 2010

## School Parental Involvement Policy

### PART I. GENERAL EXPECTATIONS

The Montcalm Elementary School agrees to implement the following statutory requirements:

- ~~Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.~~
- ~~Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.~~
- ~~In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.~~
- ~~If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).~~
- ~~The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement activities. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.~~
- ~~The school will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.~~
- ~~The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:~~

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

## **PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Montcalm Elementary shall take the following actions to involve parents in the joint development and review of its school parental involvement policy under section 1118 of the ESEA: We invite parents who are on the committee before school starts to meet with the school staff to review the plan and make any recommendations for change.

- LSIC meetings to go over the plan and make adjustments
- PTO meetings will be once a month and may be used to discuss adjustment
- Parent Involvement evaluations will be used to make adjustments and corrections to the program

2. Montcalm Elementary shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA : The planning committee will review last years plan as well as look at school surveys and parent questionnaires from parent involvement workshops. This information will be reviewed by the planning committee and necessary changes made to the current year plan. Mid -year review will be done either in December or the first part of January to make any necessary changes.

3. Montcalm Elementary shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The annual "OPEN HOUSE" will be on August 25th at which time parents will be given the opportunity to go over the Title I plan, as well as the student planners for their child. Parents will be informed at the Open House that the Parent Compact would be mailed out to them by the 15th of September.

4. Montcalm Elementary shall provide parents of participating children information in a timely manner about Title I Part A programs. This includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. Curriculum will focus on Reading Basal series and the 3 Tiered Reading Model. Math investigation and Standards Based Math will also be used. WESTEST results would be mailed out to the parents sometime during September. This report will show how their child performed during the previous year at grade level. Other test indicators that will be used and offered during parent workshops will be the DIBELS testing and the QPS. Explanations regarding the results are available through the teachers and the principal and are discussed during workshops and PTO meetings. School Newsletters, school website, PTO's and general school letters will help communicate necessary information back to the parents. One new method of communication will be the School Messenger system which does an automatic delivery of information to the parents.

5. Montcalm Elementary shall, at the request of parents, provide opportunities for regular meetings, held at flexible times, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by: There will be at least 3 times during the year that meetings will be held. Each meeting time will be at a different time in order to be flexible.

Example: parent involvement early in the morning around 9am, others will be at staggered times in the afternoon to early evening hours.

6. Montcalm Elementary shall provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading . The WESTEST results will be sent home to the parents by the middle of the first grading period. The Westest results will be sent home with a letter from the State Superintendent. Dibels assesment will be done 3 times a year to establish benchmarks for progress concerning individual students.

7. Montcalm Elementary shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002): All teachers were highly qualified and therefore no notices were sent home to parents. When teachers are not qualified the LEA sends letters to all parents notifying them. Questions and concerns are addressed at the local school site.

8. Montcalm Elementary shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I Part A,
- how to monitor their child's progress, and
- how to work with educators: Montcalm Elementary staff will hold an annual OPEN HOUSE to discuss the upcoming years Title I plan as well as the School/Parent Compact. Invitations are sent regarding the County Title I meetings as well as on site Parent involvement workshops at various times during the year. WESTEST II results will be given to the parents in mid September concerning the academic assessments. Report cards and interim reports will given to parents at appropriate times during the year.
- Content Standards and Objectives can be accessed at West Virginia State Department of Education

9. Montcalm Elementary shall provide materials and training to help parents work with their children in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing and additional topics parents may request. Reading is FUN training will be held in November to teach parents how to use comprehension cards to enhance their child's comprehension. A DIBELS training for Kindergarten parents will be held in January to show the different skills that their child will be tested on. Fun with Reading and Math parent work shop will be presented in March.

10. Montcalm Elementary shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parent Trainings/Workshops, student planners, deciphering new lingo of Reading and Math, a night out with Math and Science, making Math and Reading Fun. Teachers are trained to train parents via county and school trainings.

11. Montcalm Elementary shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: During the fall OPEN HOUSE when Title I material is presented, parents will be encouraged to visit the parent resource center beside the office. Title I personnel will be on hand to discuss or offer suggestions to the parents concerning their child. Reading material and brochures will also be available. Periodical parent workshops with flexible times will be offer throughout the year. Such topics will relate to Reading and Math. Other topics will be at the suggestion of the parents and will be considered by the staff.

12. Montcalm Elementary shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Staff shall communicate frequently via letters/notes, school newsletters, phone messages, conferences, PTO meetings, school handbook and Open House.

### **PART III. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by 2 Meetings

This policy was adopted by the Montcalm Elementary on **August 31, 2010** and will be in effect for the period of One Year The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 15,2011**

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*(Signature of Authorized Official)*

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*(Date)*

- Parent involvement evaluations at the end of each session
  
- PTO meetings once a month

## School-Parent Compact

-

### SCHOOL-PARENT COMPACT

The Montcalm Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### School Responsibilities

-

The Montcalm Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Demonstrate care and concern for each individual student. Provide a classroom environment that encourages learning. Model a positive school attitude. Encourage participation of all students in all areas of school life. Monitor and report each student's academic progress on a regular basis. Communicate with parent/guardian on a regular basis through conferences, planners/folders, telephone calls, progress reports, personal notes, and school newsletters.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: During the "Open House" in August. Parent involvement workshops throughout the year. Conferences after nine week report cards to be scheduled by teachers or parents.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: WESTEST results will be sent home during the first nine weeks. Reort cards will go home once every nine weeks with mid-term reports every four and half weeks. DIBELS results can be

reviewed at the school three times a year, September, January, and May. Informal Math assessments can also be reviewed with teachers usually in the spring.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Each teacher is provided a planning period everyday and parent conferences can be arranged during those times. Also, teachers are available before school and after school for conferences. Some parents may elect to talk to teachers during "Open House" or parent workshops.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can volunteer to be Read-Aloud readers in their child's classroom. Be active in the PTO. Visit the school or come with an appointment scheduled with the teacher.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Read to my child everyday.
- Support the school and county discipline policy.
- Send my child to school well rested and ready to learn.
  - See that my child is at school everyday on time.
- Help my child establish a time and place for homework to be completed and organized for the next day.
  - Go to the teacher first with any of my concerns.
  - Encourage and praise success.
- Participate in school/family activities and decisions related to my child's education.

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school on time and be prepared to work.
- Complete all assignments neatly (including homework).
- Do my best and keep trying even when the work is hard.
- Turn in all papers and forms (including homework) on time.
  - Follow all school, classroom, and bus safety rules.
- Respect the rights of others in school, on the playground, and on the bus.
  - Read at home each evening.
- Participate appropriately in classroom activities.
  - Montcalm Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School	Parent(s)	Student
Date	Date	Date

**7. Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.**

Parents are involved in the Title I program through parent trainings. Parent trainings take place at least twice a year and are led by the Title I/Academic Coach. These trainings cover core subject areas. The teachers work with the parents to show them helpful and useful strategies of how to help their child. The Title I also offers supplies to give to the parents who attend the parent trainings. Parents are also active members of the school through the PTO. The PTO helps with fundraising and projects at the school. The parents help evaluate the Title I program through effectiveness surveys. These surveys are passed out during each parent involvement. The parents have to rate the parent involvement on a scale of 1 to 5. They also discuss what they liked about the training and whether it should be offered again.

**8. Describe how the school coordinates and integrates federal, state and local services and programs with the school's Title I program.**

Montcalm Elementary uses a variety of different services. Headstart does a referral program for birth to 3 year olds and we accept 3 year olds when tested and place in our Pre K program. DHHR sends a group out called " Child Protect." They do a program for K-5th grade. This program deals with the many aspects of child abuse. We offer space in our Pre K-4 year old program for 36 students 4 days a week. Local "Community Connections" offer various programs and services such as Reb Ribbon week, Drug Prevention material, and the All Star Drug Free Basketball game. Free material from the state "Rader" deals with Drug material. Federal and State Title I dollars make up a big portion of our schools budget and allows us to purchase necessary equipment and supplies.

**9. Describe the procedures the school utilizes to include teachers in the decisions regarding the use of academic assessments (both summative and formative) to improve the overall instructional program and ensure effective timely assistance to students experiencing academic difficulties.**

Montcalm Elementary will implement Tier I, II, and III in order to better meet the needs of students that are at-risk. For Tier I classroom teachers, Special Education, and Title I teachers will work together during the ninety minute reading block. During the reading block, small group instruction in grades Kindergarten-3rd will help insure that targeted students are meeting set goals and making progress. In grades K-3, data from DIBELS formative assessment and QPS will be analyzed in order to decide where to start literacy instruction for individual students. The data will also be used to group students accordingly. During Tier II Title I teachers will implement " Walk to Intervention" to target students on the skill they need. After analyzing WESTEST summative data students can be targeted for pull-out instruction. Tier III will be used for after school tutoring targeting special education students who did not make mastery in Reading and Math. Read Naturally will be an additional resource to use for Tier II or Tier III. Response to Intervention for math will also be considered for next year. Collaboration time after school on Wednesday will be utilized to help with grouping students for Tier I and Tier II.

**10. Describe how the school annually evaluates the implementation of and the results achieved by the school wide program using the State assessment and other indicators to revise the plan to ensure continuous improvement.**

DIBELS and QPS will be administered three times a year at the beginning, middle, and the end of the year. Progress monitoring will be administered and analyzed monthly and the WESTEST will be the final indicator of the students's academic progress. Title 1 Reading/Academic Coach/Interventionist will collaborate with K-3 grade teachers on approved collaboration days provided by the county. DIBELS and progress monitoring are the focus of these meetings to help insure that all students are continuing to move toward benchmark. Acuity will also be implemented to help the students prepare for the WESTEST II along with Writing Roadmap to aid with writing which is now included in the Language portion of the Westest II. The Acuity Benchmarking results and Writing Roadmap data will be used to monitor student progress.

**11. Professional Development: Describe how the school provides sustained, ongoing professional development for teachers, principals, and other pertinent school staff. (e.g., professional learning communities, collaborative planning, coaching). The description should indicate how often these activities occur and how the outcomes of the activities are monitored and evaluated for effectiveness.**

**Describe how the school trains teachers to work with parents.**

There are numerous chances for teachers to obtain professional development. Mercer County has collaboration days twice a month. These days are for classroom teachers, Title I, special education, and principals to collaborate on small groups and testing data. There are also Title I Collaboration days for K-3 teachers, Title I, special education, and the principal once a month. These meetings usually cover flexible small groups, literacy workstations, DIBELS data, and Quick Phonics Screener data. The Title I/Academic Coach models strategies and ideas weekly to teachers. Professional development also takes place on IS days and after school training. These trainings deal with book studies, Tiered Intervention, test data analysis, the components of reading, and technology. During these trainings, the teachers fill out evaluation sheets. Monthly collaboration logs are also filled out for what was discussed during the meeting, what was accomplished, and what needs to be addressed at the next meeting.

The school trains teachers to work with parents through parent trainings, teacher newsletters, school-wide newsletters, and PTO meetings. There is also a parent

resource room that parents and teachers can utilize to help with the academic success of the students. Karen Ashbrook completed a county training for Title I teachers to help teachers train parents.

### **Professional Development Trainings Scheduled for Montcalm Staff**

1. June 9th 2009 - WVDE Literacy Coaches Workshop - Unwrappting the CSOs - Ashley Pettus attended
2. July 7th-10th 2009 - Response to Intervention Sopris West - National Consultants - Mark Peck attended
3. July 20th-24th 2009 - Standards Based Math Instruction - Michelle Keeney and Janet Pettrey
4. July 27th-31st 2009 - Standards Based Math Instruction - Sharon Fitzgerald and Susan French attended
5. August 10th - 11th 2009 Parent Involvement Plans -Carol Lester attended
6. August 20, 2009 - DIBELS training - Elizabeth Poe and Amy Sabo attended
7. August 17th - 20th 2009 - GEEK WEEK - numerous teachers attended
8. August 21, 2009 - American Education Successs Story by Forest Troy- all Montcalm teachers attended
9. August 21, 2009 - Sexual Harassment by Dr. Shoop - all Montcalm teachers attended
10. September 4, 2009 - WESTEST II training - all Montcalm teachers attended
11. September 4, 2009 - WVDE Phonological Awareness IPAP - Amy Sabo and Elizabeth Poe attended
12. September 16, 2009 - Multicultural Training by Tom Chaffins - all Montcalm teachers attended
13. September 22, 2009 - Do-able Differentiated Instruction - Ashley Shaw and Carol Lester will be attending
14. October 6, 2009 - Title I Coaches meeting- Ashley Shaw, Carol Lester, Darlene Adkins attended
15. October 10, 2009 - DIBELS training - Alice Jones attended
16. October 20, 2009 - Do-able Differentiated Instruction - Ashley Shaw, Darlene Adkins, and Carol Lester will attend
17. November 21, 2009 - School-wide Standards Based Math Training by Ginny Rogliano and Mary Martin - Montcalm teachers attending

The staff at Montcalm Elementary School believes that technology will play an increasingly vital role in the improvement of student achievement during the 21st century. The incorporation of such technology will, therefore, critically impact the levels of student achievement both today and tomorrow.

Schools and counties should analyze digital divide survey reports as a needs assessment for technology planning.

[Digital Divide](#)

[Student to Computer Ratio, Teacher to Computer Ratio, Bandwidth Implementation](#)

Summarize concerns from the analysis of the survey.

Montcalm Elementary now has 51 XP computers with 48 Vista computers and only 1 98 computer. We also have on hand 22 laptops with 16 projectors, 17 whiteboards and the addition of 2 Elmo's. We are in the process of adding ceiling projectors and mounting another whiteboard for this school year. We are still without a TIS specialist and will include that position under our LSIC plan for the coming year.

**Section 1: Profile Information**

**1.1 School Profile - Please type in the total numbers within your school for the following locations**

Location	Total Number
<b>Classrooms:</b>	<input type="text" value="25"/>
<b>Buildings:</b>	<input type="text" value="1"/>
<b>Administrative Offices:</b>	<input type="text" value="3"/>
<b>Non-Instructional Offices:</b>	<input type="text" value="3"/>
<b>Library Media Center:</b>	<input type="text" value="1"/>
<b>Stationary Computer Lab:</b>	<input type="text" value="2"/>
<b>Mobile Computer Lab:</b>	<input type="text" value="2"/>
<b>Students:</b>	<input type="text" value="328"/>
<b>Grade Configuration:</b>	<input type="text" value="Kindergarten"/> - <input type="text" value="Grade 06"/>

**School Web Page Address:**

<http://>

Definitions

Classrooms

Any room where instruction takes place on a regular basis

Buildings

For E-Rate purposes indicate the number of buildings at this location

Administrative Offices

e.g., Administrators, Guidance Counselors, School Support Personnel

Instructional Offices

e.g., Teacher offices or instructional workrooms

Stationary Computer Labs

Fixed locations containing multiple computers for sign-up use by classes or groups of individuals (not a lab where classes are assigned to meet every day - count this as a classroom)

Mobile Computer Labs

Portable carts containing multiple laptop computers that can be transported to a variety of locations

Section last modified 10/14/2010 20:10 by SGR51215

**Classroom Connectivity Information**

**Network Connectivity in Classrooms**

Complete the table below indicating the total number of classrooms for each different type of network connectivity listed.

**Number of Classrooms with these types of Network Connectivity**

Number of Classrooms with Internet Access

Number of Classrooms without Internet connectivity

**Connectivity**

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

Number of computers (desktops and laptops) in the school with Internet access

Number of drops in the school (drops are defined as wired connections that access the Internet)

Do you have wireless connectivity in the school?

Yes  No

How many computers in the school can connect to the wireless network?

Section last modified 10/14/2010 20:10 by SGR51215

**Section 3 and 4: Desktop, Notebook and Netbook Computers**

		Windows					Totals
		Windows XP	Vista	Windows 7	Apple OSX	Linux	
<b>Administrative Computers</b>	<b>Desktops</b>	3	0	0	0	0	3
	<b>Notebooks</b>	1	0	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Non-Instructional Computers</b>	<b>Desktops</b>	3	0	0	0	0	3
	<b>Notebooks</b>	1	0	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Student Computers</b>	<b>Desktops</b>	53	0	0	0	0	53
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Teacher Computers</b>	<b>Desktops</b>	0	1	0	0	0	1
	<b>Notebooks</b>	20	0	0	0	0	20
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Library Media Centers</b>	<b>Desktops</b>	1	0	0	0	0	1
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Stationary Lab</b>	<b>Desktops</b>	44	0	0	0	0	44
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Mobile Lab</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	23	0	0	0	0	23
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Totals</b>		<b>149</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>150</b>

Section last modified  
10/14/2010 20:10  
by SGR51215

**Section iPads: iPads**

iPads	
<b>Administrative Computers</b>	0
<b>Non-Instructional Computers</b>	0
<b>Classroom/Student Computers</b>	0

Classroom/Teacher Computers	0
Library Media Centers	0
Stationary Lab	0
Mobile Lab	0
Total Number of iPads in School	0

**Section 5: Connectivity**

**Connectivity**

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops) Number of Computers with Network Connectivity

Number of computers (desktops and laptops) in the school with Internet access

Number of drops in the school (drops are defined as wired connections that access the Internet)

Do you have wireless connectivity in the school?  Yes  No

How many computers in the school can connect to the wireless network?

Section last modified 09/15/2009 10:09 by RGB51215

**Section 6: Equipment Count**

How many rooms in the school have telephone drops (service)?

Count all rooms including administrative and offices. Of these rooms, how many of these classrooms in the school have telephone drops (service)?

**Projection Devices**

Complete the table below indicating the total number of projection devices (i.e., Data Projectors, LCD panels, etc. Does not include overhead projectors) for each category.

Projection Devices	Mobile	Mounted Permanently	Totals
Projection Devices	<input type="text" value="21"/>	<input type="text" value="3"/>	<b>24</b>
Electronic White Boards	<input type="text" value="17"/>	<input type="text" value="1"/>	<b>18</b>

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**Section 7: Professional Development**

WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement.

Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc.

In order to answer this question, the teachers may need to be surveyed individually or by a show of hands at a faculty sentate/or faculty meeting. A survey to use is available.

Estimate the number of teachers in the school in the previous school year that have received training in technology integration to improve student achievement.

7.1 Number of teachers in the school.	<input type="text" value="26"/>
7.2 Number of teachers trained for 0 hours.	<input type="text" value="0"/>
7.3 Number of teachers trained for 1-5 hours.	<input type="text" value="5"/>
7.4 Number of teachers trained for 6-15 hours.	<input type="text" value="13"/>
7.5 Number of teachers trained for 16-25 hours.	<input type="text" value="1"/>

7.6 Number of teachers trained for 26-50 hours.

5

7.7 Number of teachers trained for more than 50 hours.

2

7.8 Total number of teachers trained in the school (Should match 7.1).

**26**

**Click here for survey that can be distributed to teachers in mailboxes/or questions that may be asked at a faculty senate meeting. [Digital Divide Teacher Survey](#)**

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