

Sadie Halstead Middle School School-Wide Title I/Technology and School Improvement Plan 2007-2008

Prepared by the Principal, Title I Teacher and School Site Council of
Sadie Halstead Middle School.

Sadie Halstead Middle School's Mission Statement:

*To support and challenge all middle level youth to reach their full potential
in a safe, nurturing and disciplined environment.*

Guidelines for Success:

Believe in Yourself

Have a Positive Attitude

Treat Others with Dignity and Respect

Take Responsibility for Your Actions

Do Your Best

Revised 5/24/07

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Title I Schoolwide Program Plan Assurances

The Written Plan: General Requirements

The Title I schoolwide program (SWP) option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The names below certify this Schoolwide Program Plan is in accordance with all applicable Title I rules and regulations. ***(List the names and Titles of the District Review Team Members that reviewed the Schoolwide Program Plan.)***

_____	_____
<i>Name & Title</i>	<i>Name & Title</i>
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_____	_____
<i>Name & Title</i>	<i>Name & Title</i>
<u>Date of District Review:</u> - _____	

Title I Schoolwide Program Plan

Date when Plan will be Implemented Sept. 2007

Plan Status: New Revised

School District Name:	Newport School District	
Address:	PO Box 70 331 S. Calispel, Newport, WA 99156	
Title I Coordinator	Janet Burcham/Michele Hunt	
Phone:	(509) 447-2426	FAX: (509) 447-4914
E-Mail Address:	Burcham@newport.wednet.edu	
Superintendent:	Tere vonMarbod	
Phone:	(509) 447-3167 ext. 4500	FAX: (509) 447-2553
E-Mail Address:		
Building Name:	Newport District Office 1380 W. Fifth Street	
Address:	Newport, WA 99156	
Building Principal:	Janet Burcham	
Phone:	(509) 447-2426	FAX: (509) 447-4914
E-Mail Address:	burcham@newport.wednet.edu	
School Enrollment:	<u>349 (4/18/07)</u>	
Grade Levels:	<u>5-8</u>	
Free/Reduced Lunch %	<u>65% (4/18/07)</u>	

Planning Team

Parents:	Steve Braun, Jocelyn Stiles, Noma Hunter, Lynn Onley, Katie Kersting, Kim Basnaw, John Glines, Laura and Gary Merrill.
Certified Staff: <i>(include position)</i>	Larry Ashdown, 8th grade science teacher Janet Kobylarz, 5th grade teacher Roberta Clausen, 6th grade teacher
Classified Staff: <i>(include position)</i>	Vicki Carlson, Title I
Administrators: <i>(include position)</i>	Janet Burcham, Principal
District Staff:	Michele Hunt
Title I Staff:	Patsy Hamond, Title I Teacher, Sadie Halstead
Others (Optional): <i>(students, community members, etc.)</i>	

Schoolwide Planning Summary

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

The process used to develop the schoolwide plan begins with teachers, staff and parents of Sadie Halstead Middle School. Teachers were given surveys, brainstormed strengths and weaknesses and analyzed results of the WASL and school-wide assessment data. The Site Council, which consists of parents, teachers and administrators, were also involved in the development of the plan. They participated in activities similar to the teachers. The process also included completing activities required for the districts K-12 Accreditation. After all of the data was gathered and analyzed, goals were written and have become part of our plan.

Information that was gathered from all involved parties was used to write the schoolwide plan. The plan was presented to all parties for revisions.

Evaluation and review of the plan will take place during staff meetings, School Improvement Planning Days (SIP), Learning Improvement Days (LID) and Curriculum Development Days (CAD). The Site Council will continue to meet on an on-going basis throughout the year and will be informed of assessment results and other information pertinent to the schoolwide plan.

The Learning Improvement team will communicate with the school through representation on the Site Council. The community will be informed of activities through newsletters, parent surveys, open house activities, parent conferences and mailings.

Timeline for Year Long Planning Progress

Spring 2007

Jan. 24 – Staff reviewed goals written for K-12 Accreditation. Goals from the accreditation will become the goals used in the School Improvement Plan 2007-2008.

April 16 – Plan was reviewed and updates or corrections were made.

May 7 -- Staff and the planning team will meet on School Improvement Day (SID) to review the proposed 2007-2008 Title I Schoolwide Written Plan. Staff will have an opportunity for further input.

May 24 – Proposed 2006-2007 Title I Schoolwide Plan will be presented to Side-by-Side team.

May 31 – Proposed 2007-2008 Title I Schoolwide Plan will be presented to Sadie Halstead Middle School Site Council.

First Quarter, 2007

Aug. 29 – Planning team will meet during School Improvement Day (SID) to review the Schoolwide action plans, goals, Schoolwide assessments (WASL), Title I screening tools, and Title I curriculum. Conduct a needs assessment and develop a program that meets the needs of all students (including the needs of targeted students) based on results of assessments.

Sept. 21 – Title I teacher will send informational letter home to parents whose students have been targeted for assistance in Title I. LAP (Learning Assistance Program) plans will be written and meetings with parents will be held.

Sept. 27 – Parents and selected members of the planning team will meet with Site Council to review newly developed programs, pre-testing data, and progress.

Oct. 12 – Title I teacher will share details of new programs and results of informal pre testing with staff during Learning Improvement Day (LID). Title I teacher will meet with staff to discuss needs of individual students.

Oct. 25 – Review School Improvement Plan and accreditation goals with Site Council members.

Nov. 8-9 – Parent/Teacher Conference – Share results of student progress and program information. Parents of students who fail a portion of the WASL will receive copies of their child's Student Learning Plan.

Weekly – Title I teacher will review assessments at Curriculum Analysis and Development (CAD) days.

Staff meetings – All staff will have opportunity to give input into program on the first and third Tuesday's of each month.

Progress reports and quarterly report cards – Parents will receive results of student progress in Title I classes.

Grade level meetings – All staff will meet to discuss individual students' needs on the second Tuesday's of each month.

2nd Quarter, 2007-2008

Nov. 29 – Title I teacher will give an update to Site Council members. Plan may be reviewed and programs evaluated.

Jan. 2 – School Improvement Day

Jan. 31 – Site Council members may give input into the progress of the plan. Results of mid-year Title I and LAP assessment will be shared.

Weekly – Title I teacher will review assessments at Curriculum Analysis and Development (CAD) days.

Staff meetings – Title I teacher will share results of mid-year assessments with all staff members. Make adjustments to strategies and program goals if needed. Evaluate placement of students.

Progress reports and quarterly report cards – Parents will receive results of student progress in Title I classes.

Grade level meetings – All staff will meet to discuss individual students' needs on the second Tuesday's of each month.

3rd Quarter, 2008

March 21 – Learning Improvement Day: Staff will evaluate progress toward specific goals.

March 20 – Selected members of planning team will share information from Schoolwide program with Site Council members.

March 27-28 – Parent/Teacher Conference.

Weekly – Title I teacher will review assessments at Curriculum Analysis and Development (CAD) days.

Staff meetings – All staff will have opportunity to give input to Title I teacher

Progress reports and quarterly report cards – Parents will receive results of student progress in Title I classes.

Grade level meetings – All staff will meet to discuss individual students' needs on the second Tuesday's of each month.

4th Quarter, 2008

April 24 – Proposed 2008-2009 Schoolwide plan will be presented to Site Council for review and recommendations.

May 5 – Staff and the planning team will meet on School Improvement Day (SID) to review the proposed 2008-2009 Title I Schoolwide Written Plan. Staff will have an opportunity for input. Teachers will begin writing the End-of-the-Year reports.

May 29 -- Selected members of planning team will share information from the review results of informal post-test assessments with the Site Council.

Late May (date to be determined) – School Improvement Plan presented at Federal Side-by-Side meeting.

Weekly – Title I teacher will develop and map curriculum and review assessments at Curriculum Analysis and Development (CAD) days.

Staff meetings – All staff will have opportunity to give input to Title I teacher

Progress reports and quarterly report cards – Parents will receive results of student progress in Title I classes.

Grade level meetings – All staff will meet to discuss individual students' needs on the second Tuesday's of each month.

Comprehensive Needs Assessment

1. Provide a brief description of your school and community to provide a context for the plan.

Newport School District is located in Pend Oreille County in the state of Washington. It is a small rural community located on the southern boundary of the county. We are bordered on the north by the Kalispel Indian Reservation. Sadie Halstead Middle School serves students in grades five through eight. The free and reduced lunch program serves 65 percent of our students. The district has a special education population of 12.96 percent. We are not an ethnically diverse community, less than two percent of our student population is other than Caucasian.

The district-wide accreditation process was finished 2006-2007 school year. Goals written as a result of the information gathered during the accreditation process have been used in Sadie Halstead Middle School's schoolwide plan. Action plans will be implemented 2007-2008.

2. Describe the process used to collect and analyze data across the five schoolwide planning dimensions: student achievement, organization of the school year and day, professional development, curriculum and instruction, and family and community involvement.

Student Achievement Data

Students are post-tested in reading, math and writing in May. Assessments used are: SRI (Scholastic Reading Inventory) and Bridges to Literature in the area of reading, Steps Basic Math Skills and the End-of-the-year assessments in the general education adopted curriculum for math, and are given a “WASL-like” prompt in writing. In September the students are pre-tested using the SRI and a “WASL-like” prompt in writing. Members of the team meet to review current academic goals and results of WASL scores and the above-mentioned schoolwide assessments. The members of the planning team and staff members analyzed the data in order to identify areas of needed improvement. Classes are developed in order to meet the needs of the students at-risk of failing the state assessment.

The data was analyzed, each component was weighted and a rating scale was used to identify at-risk students. A rank-order was developed to identify the most at-risk students. The following components were used to develop the rank-order: grades, teacher and parent input, and results of formal and informal academic assessment.

Sadie Halstead Middle School

5th Grade WASL Scores (% of students that met standards)

	2004-2005	2005-2006	2006-2007	2007-2008	2005-2006 State Percentages
Math		55.4			55.8
Reading		83.8			76.3
Science	29.3	39.2			35.7

6th Grade WASL Scores (% of students that met standards)

	2005-2006	2006-2007	2005-2006 State Percentages
Math	50.6		49.5
Reading	62.1		66.7

7th Grade WASL Scores (% of students that met standards)

	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2005-2006 State Percentages
Math	23.1	19.8	23.5	29.7	41.7	51.1	48.3	54*	58.7**	48.5
Reading	41.1	52.1	40.8	41.8	55.6	62.6	62.9	63*	65.1**	61.5
Writing	60.7	60.4	62.2	67.0	57.4	52.7	78.7	65*	68*	64.6
Listening	72.9	85.4	89.9	83.5						

*Projected target goal

**State Adequate Yearly Progress percentages

8th Grade WASL Scores (% of students who met standards)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2005-2006 State Percentages
Math			55.3			48.9
Reading			75			70.1
Science	44.3	36.2	37.6	53*	56*	42.9

*Projected target goal

6th Grade ITBS National Percentile Composite Scores

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Math	4	53	56	50	59	58
Reading	48	52	46	53	55	52
Language	40	48	40	47	56	57
Composite	44	51	48	49	55	57

**McDougal-Little Reading Comprehension Assessment (Bridges Assessment)
Percentage of Students**

End of the Year	Below Grade Level			At Grade Level			Above Grade Level		
	More than 2-years below current grade level			Between 1 year below grade level and 1 year above grade level (-1.9 to .9)			More than 1 year above grade level		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
5 th Grade		14	15		55	24		31	61
6 th Grade	18	27	12	47	37	19	35	36	69
7 th Grade	29	16	13.5	33	27	34	38	57	52.5
8 th Grade	26	22	19	29	33	21	45	45	53

**Scholastic Reading Inventory
Percentage of Students by Reading Skill Level**

End of the Year	At Risk			Basic			Proficient			Advanced		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
5 th	53	7	1	17	15	15	29	51	48	1	27	35
6 th	12	7	3	28	22	16	50	44	48	10	27	32
7 th	10	0	8	30	26	24	33	34	30	27	40	38
8 th	13	6	1	29	25	14	42	35	26	16	44	55

Organization of the School Day

Sadie Halstead has a six-period day with five periods of academic classes and one period of enrichment or remediation. Title I, LAP and honors classes are delivered throughout the day.

Professional Development

Sadie Halstead Middle School will follow the Professional Development Plan developed by Newport School District. (See Appendix)

Curriculum and Instruction

Subject-matter district-wide accreditation teams studied district-wide data in all subject areas and reviewed district-wide results of assessments. Recommendations for accreditation goals were made and adopted. Implementation of the goals will begin in 2007-2008

Family and Community Involvement

The Nine Characteristics of High Performing Schools Assessment Tool (Appendix, page A1) was given to parents, staff and students to identify areas of strengths and weaknesses of our school program. Results of surveys were used as part of the assessment procedure for the accreditation process. Based on the results, action plans were developed to improve communication with families and the community.

Site Council members are encouraged to share concerns and make suggestions at monthly site-council meetings regarding curriculum, discipline and any other issues they deem appropriate.

Skyward Family Access was opened to families this year. The parent's ability to check on their student's progress at their convenience offers parents an opportunity to be more closely involved in their child's education. There is also a direct link to our teacher's email that can be accessed by the parents if there are questions or concerns. Several parents were trained in the use of Skyward, and they in-turn trained other parents at Parent/Teacher conferences in the fall. Approximately 80 families received training and passwords.

Home Link, home school program, will continue to be offered to families grades 5-8. (See Appendix)

Program Strengths and Areas in Need of Improvement

The following is a summary of the strengths and weaknesses of our current program as revealed through data analysis and review of surveys.

Reading

Strengths

1. The 2005-2006 WASL reported that 83.7% of our 5th grade students met the state standard. This was 7.4% higher than the state average.

2. The 2005-2006 WASL results showed that 62.9% of the 7th grade students met the state standard. This was 1.4% above the state average. Our school is on-track for meeting Annual Yearly Progress in 2007-2008.
3. At the end-of-the-year 2005-2006, 84% of the 5th grade students were considered proficient or advanced according to their SRI scores; 85 were considered at grade level, or above grade level according to the Bridges to Literature assessment.
4. At the end-of-the year 2005-2006, 81% of the 6th grade students were considered proficient or advanced according to their SRI scores; 88 were considered at grade level, or above grade level according to the Bridges to Literature assessment.
5. At the end-of-the year 2005-2006, 87 percent of the 7th grade students were considered at grade level, or above grade level according to the Bridges to Literature assessment.
6. At the end-of-the year 2005-2006, 84% of the 8th grade students were considered proficient or advanced according to their SRI scores; 79 were considered at grade level, or above grade level according to the Bridges to Literature assessment.
7. Curriculum maps in all academic areas are being monitored with the exception of the honors program which is on a two-year cycle.
8. Students are no longer able to opt-out of remedial reading instruction if assessment shows need. Parents may, however, withdraw their student from these classes by signing a document indicating understanding of the possible consequences.
9. Seventh and 8th grade WASL Prep classes are being offered during 6th period.
10. Title I Language Arts classes for 5th and 6th grade have been implemented.
11. Teachers in the 6th, 7th and 8th grades attended AVID training.
12. Mini-grants are used for professional development for teachers.
13. Remedial materials were purchased for use in general education classrooms in order to serve non-proficient students. (SRA Reading for 6th grade students and WASL Prep materials for all grade levels).
14. The Read Right program has been implemented in the 5th and 6th grades. Services in the 7th and 8th grades are continuing. Of the 15 students in the Read Right program, grades 5-8, 10 made gains on the Bridges to Literature test. The average gain was .8 months growth in a 6-month time period. On the SRI assessment, 10 of the 15 students made gains in the same 6-month period. The average gain for those who increased their score was 156.9 points.

Challenges

1. 5th grade WASL results showed that 28% of students did not pass the comprehension portion of the informational text section. Twenty-six percent did not pass the analyze/interpret portion of the literary text section.
2. 6th grade WASL reading results indicated that only 62.7% of our students met the state standard. This is 4% below the state average.

3. 6th grade WASL reading results indicate that our students are below the state average in every category. Critical thinking in literary text was 9.9% lower than the state average.
4. 7th grade WASL reading results showed students failed to meet the state average in two areas: Critical thinking of the informational text (1.9% below the state average; Comprehension of literary text (.9% below the state average).
5. 8th grade WASL reading results indicate deficits in the areas of: Literary Text: critical thinking; Informational text: analyze/interpret and critical thinking. Informational text, critical thinking was 17.5% below the state average.

Math

Strengths

1. 6th grade WASL students exceeded the state average in all math categories except Mathematical Processes-Solve Problems and Reason Logically.
2. 8th grade WASL students met or exceeded the state standard in the strands of algebraic, problem solving and communicating/understanding.
3. Seventh and eighth grade WASL Prep classes are being offered during 6th period. Fifth and sixth grades remedial classes are being offered during the school day.
4. Remedial materials were purchased for use in general education classrooms in order to serve non-proficient students. (Math Steps program grades 5-8 and WASL test prep booklets).

Challenges

1. 5th grade WASL results reported that 55.4% of students met the state standard. State average was 55.8%.
2. 5th grade WASL results indicated that 61% of students did not pass the number sense strand. Sixty-two percent did not pass the problem solving strand.
3. 6th grade WASL results indicated that 51.1% of the students met the state standard. This is 1.6% above the state standard of 49.5%.
4. 6th grade WASL students scored lowest in geometric sense with a 41.8% passage rate (This was higher than the state average).
5. 7th grade WASL results showed that 48.3% of the students met the state standard. This is a 2.8% decrease from the 2004-2005 school year. The state's average was 48.5%. At this rate of passage we will not meet annual yearly progress of 58.7% in the 2007-2008 school year.
6. 7th grade WASL math results indicate that only 33% of the students met the standard in the area of mathematical content measurement. Only 38.2% met the standard in mathematical processes – solve problems/reason logically.
7. 8th grade WASL results indicate that 52% of our students met the state standard. The state average was 48.9%.
8. 8th grade WASL results indicate that 20% of our students were with 16 points of passing the WASL with a score of 3.

Writing Strengths

1. 7th grade WASL 2005-2006 results indicate a 78.6% passage rate. This is a 26% increase from the 2004-2005 results. The state average was 64.6%.
2. 7th grade WASL results indicate our students exceeded the state average in content, style and organization by 15.8%.
3. On the 5th grade school-wide writing prompt, 71% of the students who wrote essays scored a 3 or a 4 in content, style and organization (4 being the top score).
4. Steps Writing Program is being implemented grades 5-8.
5. State developed remedial curriculum is being used in Title 1 classes and some general education classrooms. A presentation was given to all general education teachers regarding the blending of the Steps program with the State Curriculum.
6. Teachers in 6th, 7th and 8th grade attended the AVID training.
7. All students were given a school-wide pre- and post-test using a WASL-like prompt. Results were used to identify strengths and weaknesses.

Challenge

1. Continue to increase 7th grade writing scores on WASL assessment.
2. On the 6th grade school-wide prompt, 63% of the students who wrote essays scored 3 or a 4 in content, style and organization (4 being the top score).

Science Strengths

1. 2005-2006 5th grade science results showed that 39.7% of the student met the state standard which is 10.4% higher than the 2004-2005 results. This passage rate is 4% higher than the state average.
2. 2005-2006 8th grade science results showed that our students met or exceeded the state standards in the sub-test "applications."
3. Mini-grants were available to allow teachers to meet and plan science programs.

Challenges

1. 5th grade WASL science scores for the year 2005-2006 indicated that 39.7% of the students met the state standard.
2. 8th grade WASL science scores have shown a decrease from 44.3% in 2003-2004 to 36.2% in 2004-2005 and another decrease to 35% in 2005-2006. The state average was 42.9% in 2005-2006.
3. 2005-2006 8th grade science results indicated that our students did not meet the state standards in the subtests: System of Science and Inquiry in Science.
4. The 2005-2006 5th grade WASL results indicated the following deficits: 77% of the students did not pass the inquiry sub-test; 53% did not pass the systems or applications sub-tests.

Other

Strengths

1. Levy money, technology grants and donations have improved building-wide technology. Students and parents have more access to current technologies.
2. Community involvement with Create and the Arts Consortium has enriched our curriculums.
3. There is Title I professional development money for teacher in-service or professional training.
4. Mini-grants are being offered to all staff members for professional development.

Challenges

1. There is no after-school program, or transportation to serve students who are considered at-risk.
2. Continued drops in enrollment throughout the district have continued to make staffing and scheduling more and more difficult.
3. This is the first year for Site Based Budgets. Since this is a new process, teachers are working together as grade levels and content area to prioritize needs for supplies and materials.

Technology

Student Home Technology Survey

	Yes	Percentage	No	Percentage
Do you have a computer at home?	267	86.6	41	13.3
Do you have the internet at home?	232	75.3	76	24.6
If you don't have a computer at home , is there somewhere you can go to get on easily?	52		16	
If you could check on your grades and missing assignments on computer, would you?	256	84.4	47	15.5

Strengths

1. Of the students surveyed, 86.6% of our students said that they have a working computer at home.
2. Of the students surveyed, 93.7% of our students said that they have easy access to the internet (either at home, the library, relatives, or other sources readily available).
3. Students who do not have internet access at home or easily accessible, can use the internet at school (in some of the classrooms and at the library).
4. Of the students surveyed, 84.4% of our students said they would check the computer to look at grades and to check missing assignments.
5. Sadie Halstead was built with technology in mind and has been fitted for computer use/projector/document cameras in all classrooms. All but 1 classroom

has a document camera/computer/projectors in their classroom with internet access.

6. Teachers are becoming more proficient in their use of technology.
7. Teachers are learning to integrate technology into their teaching.
8. Skyward Family Access was made available to families this year. Interested parents were trained at parent/teacher conferences in the fall. A total of 114 parents requested passwords which represents 36% percent of our students. These parents are able to access their student's grades and missing assignments at their convenience. Another benefit of Skyward is the direct link to the teacher's email. Parents can now easily keep in touch with teachers.

Challenges

1. Training for technology is limited.
2. Technical support is limited. Time to maintain technology is often being taken from teacher planning time as teachers try to help each other with technology problems.

Research Proven Effective Strategies

District wide math, reading, science and social studies curriculum committees investigated and researched best practices, visited and/or contacted successful schools and programs, received input from the staff and parents and matched the solutions to priority needs. Research summaries are included in the appendix.

Schoolwide Program Goals

Goal 1

Seventy percent of students grades K-10 will perform math operations at grade level as measured by multiple district assessments (as stated in building school improvement plan) by the end-of-the-year assessments 2008.

Action Plans and Strategies for math improvement.

- Grade levels will review current assessments.
- Grade levels research state recommended assessments.
- Align assessments by building.
- Align assessments by district.
- Recommend assessments for adoption to Curriculum Council.
- Purchase necessary materials.

Also:

- End-of-the-year reports will be written for students on Student Learning Plans. Specific interventions used will be documented.
- Use practice tests and released items for WASL at all grade levels.

- Remedial programs will continue to be available for at-risk students. Please access the student learning plan strategies (appendix), in addition to the above bulleted items.

Goal 2

By the end of the 2007-2008 school year, the percentage of students meeting or exceeding the state standard on the seventh grade math WASL will increase to 58.7% in all areas of disaggregated data. This goal would meet the State minimum annual yearly progress for our school. NOTE: This is a 10.4% increase from the 2005-2006 results (most recent results available).

Action Plans and Strategies for math improvement

Please access the student learning plan strategies (appendix), in addition to the below bulleted items.

- End-of-the-year reports will be written for students on Student Learning Plans. Specific interventions used will be documented.
- Use practice tests and released items for WASL at all grade levels.

Goal 3

Eighty percent of students grades K-10 will read at grade level as measured by multiple district assessments (as stated in building school improvement plans) by the end-of-the-year assessments 2008.

Action Plans and Strategies for reading improvement.

- Grade levels will review current assessments.
 - Grade levels research state recommended assessments.
 - Align assessments by building.
 - Align assessments by district.
 - Recommend assessments for adoption to Curriculum Council.
 - Purchase necessary materials.
- Also
- School wide silent reading 20 minutes per day (reading logs may be used).
 - Continue practice tests for WASL at all grade levels.
 - Curriculum mapping will be done for newly adopted materials and monitoring of completed maps will be done for completed maps.
 - Teach Greek and Latin roots to improve vocabulary, 7th/8th grade.

Goal 4

By the end of the 2007-2008 school year, the percentage of students meeting or exceeding the state standard on the seventh grade reading WASL will increase to 65.1 in all areas of disaggregated data. This goal would meet the State minimum annual yearly progress for our school. NOTE: This is a 2.2% increase from the 2005-2006 results (most recent results available).

Action Plans and Strategies for reading improvement.

Please access the student learning plan strategies (appendix), in addition to the below bulleted items.

- School wide silent reading 20 minutes per day (reading logs may be used).
- Continue practice tests for WASL at all grade levels.
- Curriculum mapping will be done for newly adopted materials and monitoring of completed maps will be done for completed maps.
- Teach Greek and Latin roots to improve vocabulary, 7th/8th grade.

Goal 5

Develop a comprehensive safety facility plan for the district and each building.

Action Plans and Strategies for facility plan

- Each building will have a safety committee.
- Each building will have a crisis plan following the common district procedure.
- Practice and implement crisis plan

Goal 6

Inform appropriate staff/students following a crisis

Action Plans and Strategies for writing improvement.

- Verbal debriefings will be given with 24 hours of incident.
- Written debriefings will be distributed within 3-5 days
- Safety committee meetings will be held monthly in each building.
- Practice and implement as needed.

Goal 7

Maintain and enhance district technology infrastructure and equipment.

Action plan and strategies:

- Get a district-wide Network Administrator with scheduled time within the work day.
- Develop guidelines, policies and procedures for the use and maintenance of technology.

Goal 8

Increase teacher perceptions of professional development from 27% to 37% in two years.

Action plan and strategies:

- Needs to be written by staff

Goal 9

Students will receive detailed information about the quality of the work they do.

Action plan and strategies:

- Needs to be written by staff

Goal 10

In two years, the agree or completely agree response to School Contact Families of students struggling academically will increase from 33% to 43%.

Action plan and strategies:

- Needs to be written by staff

Goal 11

When students and families are surveyed in two years, the positive responses to Students Respect those who are Different from them will increase from 33% to 43%.

Action plan and strategies:

- Needs to be written by staff

Goal 12

Student responses to a feeling of belonging at school will increase from 47% to 57% in two years.

Action plan and strategies:

- Needs to be written by staff

Instructional Program

1. Describe the key components of the instructional program of the school. Explain how the school will organize and deliver instruction to improve learning for all students. Describe how the instruction will be different and more effective as a result of schoolwide planning.

A key component of the instructional program of our school is researched-based curriculum that is aligned to the Washington State Learning standards. Grade level meetings to plan the implementation of the adopted curriculum are held on a weekly basis during Curriculum and Development time (CAD). There are also designated CAD times when district-wide planning takes place between grade levels to ensure continuity of program between grade levels.

In addition to our adopted curriculums, we have screening tools and assessments that all students participate in to track progress toward academic achievement. Students in grades 5-8 take the Bridges to Literature reading assessment as a screening device to identify at-risk students. The Scholastic Reading Inventory (SRI) is given to all students to track reading comprehension. Students scoring in the high proficient or advanced range will take the SRI in late spring; all other students will take it in the fall and the spring. Students also use the Reading Counts program to track their comprehension. The school district is currently looking at other assessment tools that would take the place of the Bridges, SRI and MathSteps assessments. This change will take place as the district works toward their accreditation goals and purchases a new assessment.

School-wide Title I programs are designed to improve the achievement of the students in our school. The goal of our schoolwide program is to help struggling students so that they can perform and test at grade level, so they can be successful in the general education program.

Students who are struggling in math, as identified by failing grades, below average test scores on the WASL and the Math Steps assessment, are targeted for School wide Title I services. In addition to general education programs the targeted students are assigned classes of additional math. Some students are enrolled in math classes taught by highly qualified general education teachers. These classes focus on reteaching of skills being taught in their general education classes, WASL assessment strategies and tutoring. Other students are assigned to pull-out classes where basic skills are the focus. Students who are struggling in reading are assigned to reading classes in the same manner. Reading instruction, taught by highly qualified Language Arts teachers focus on reading comprehension. A supplementary Literature program is used to focus on comprehension and other grade level skills.

Students who are targeted for instruction in basic skill areas are assigned to pull-out Title I classes. The following is a description of the Title I pull-out programs.

Math (Program delivered by Title I teacher)

All targeted students will have an extra period of math per day. They attend a general education math class and a Title I math class. During their pull-out math classes, student work on basic skills and grade level material. The MathSteps program from Houghton-Mifflin (a remedial program) is used.

Reading (Program delivered by Title I Teacher)

Fifth and sixth grade targeted students receive instruction in phonics, fluency and comprehension. This is done during an additional reading period during their school day.

Seventh and eighth grade targeted students also receive instruction in comprehension and fluency.

WASL preparation is also a focus across the grade-levels.

Bridges, a remedial literature program that is a companion to our general education literature program, focus on these skills.

Selected students are assigned to the Read Right program where fluency and comprehension are addressed and continually assessed and monitored.

Possible Title I Classes (2007-2008 school year)

5th-8th grade Read Right

5th/6th grade Reading (Title I teacher)

5th/6th grade Math(Title I teacher)

5th/6th grade Language Arts (Title I teacher)

7th/8th grade Extended Math/WASL Preparation

7th/8th grade Extended Reading/WASL Preparation

7th/8th grade Remediation/WASL Preparation (6th period)

1. Describe the components of the instructional program that will meet the needs of special populations (i.e. ELL, TAG).

English Language Learners are taught under the direction of the Title I teacher in cooperation with District 81 personnel. There is a curriculum specifically designed for ELL students which is implemented for a portion of the day. The balance of the day the students are integrated into the general education curriculum.

Talented and Gifted Students are taught by a highly qualified teacher working under the Special Services umbrella. The program currently serves approximately 50 students in one or more academic areas. In fifth and sixth grade, the program consists of a three hour enrichment block once a week including in-depth, inter-disciplinary units that integrate the arts. In 7th and 8th grade, identified students are in the program daily for two hours participating in an integrated humanities program which covers English and social studies, teaching thinking skills and provides relevant enrichment. Pre AP strategies and curriculum will be introduced.

Education for highly capable students requires an understanding that these students' academic needs are different. These differences are both real and legitimate. Providing programs and materials for highly capable students has been an integral part of our programs commitment. Anyone may nominate a student for the program. Parental permission is required for testing.

A new grant will allow Sadie Halstead to participate in advanced placement programs in the areas of Language Arts and Social Studies. This grant will allow for some staff to attend workshops over the summer.

The Special Education program works closely with general education teachers and the Title I teacher to monitor student progress, adjust curriculum and transition students into the general education program. Special Education, Title I and general education students use many of the same materials. Other materials, (Bridges to Literature) written by the authors of the general education program supplement and reinforce the general education program. Special Education and Title I also use research-based programs that meet the needs of individual students in their program.

Behavior intervention (for students not served in the special education program) and one-on-one tutoring are provided by a Title I para-professional to at-risk students. This staff member manages the school's progressive discipline system and works in the in-school suspension room.

Summer school will be offered to all students. Those students who are considered at-risk will be given higher priority for entry into the program. The

process for prioritizing students most at-risk will follow the established procedures for creating a rank-order.

Monitoring and Evaluation of Student Progress

1. Describe the assessments the school will use to monitor student academic progress during the school year. In addition to the WASL, include any locally developed and selected assessments.

- SRI, grades 5-8
- Reading Counts, grades 5-8
- Read Right assessment, grades 5-8: Gates-McGinitie
- Math Steps Assessment, grades 5-8
- End of the Year Math Assessment, grades 5-8
- Bridges Literature Series for reading comprehension, grades 5-8
- Gifted and Talented: All students are assessed using the Cognitive Abilities Test (Riverside), ITBS and WASL are reviewed, the Woodcock-Johnson is given for academic achievement and some students are given the WISC.
- Teacher developed curriculum-based assessments for content areas.
- New assessment will be adopted and used for reading and math as the district completes its goals for accreditation. Other assessments such as the SRI, Bridges and MathSteps may be replaced with the new assessment.

3. Describe how the school will identify students experiencing difficulty mastering skills and meeting standards.

Students who are experiencing difficulty are identified using test data from the above programs, grade reports, individual student/principal conferences, students who are on academic probation, and parent/teacher recommendation (checklist). The information is analyzed and struggling students are targeted to receive services.

4. Describe the form of timely assistance and specific support that will be provided to students experiencing difficulty.

Student progress is monitored at least two times each quarter using progress reports and report cards. Grade level meetings are held once a month to identify struggling students. Schoolwide assessments are given at the beginning and end of each year to monitor academic achievement. As students are identified

as needing help, they are referred to the Title I teacher and schedules may be changed to accommodate their academic needs.

5. Describe how teachers are included in the decision-making process.

The Title I teacher meets individually with the general education teachers to identify struggling students. In addition, yearly recommendations and checklists that teachers provide the Title I program are valuable information that is used in identifying and placing struggling students.

6. Describe how student assessment and progress results will be shared with parents.

Grades, newsletters, and the results of student assessments are mailed out twice per quarter. Results of individual students are reported at parent-teacher conferences twice per year and more often when needed. Student Learning Plans, and end-of-the-year reports will be mailed to all students who have failed the WASL or who struggle academically. LAP plans will be written, reviewed at semester and mailed home with final academic results at the end-of-the-year.

Professional Development

1. Describe how professional development activities relate to priority areas needing improvement.

Workshops for staff in the area of math and reading will be encouraged and supported by the use of Title I Professional Development monies. The Newport School District has a professional development plan that guides staff development for the district (see Appendix) Each building administrator, in collaboration with the teaching staff, is to develop an individual building professional development plan. Sadie Halstead Middle School training activities will focus on effective teaching practices and development and implementation of curriculum and assessment that lead toward the accomplishment of the essential academic learning requirements and the nine characteristics of high performing schools. Staff will also be encouraged to take advantage of staff development opportunities to better reach our at-risk students. Mini-grants, a district-wide process has been put into place to fund professional development. Requests for staff development are brought before our NAT/Administration team for approval. The guidelines for approval are: activities must be geared to help all students, especially the at-risk students, and meet state standards.

Priorities for Professional Development

1. Helping all students meet state standards.
 2. Curriculum based assessment training.
 3. Training on how to integrate technology into the curriculum.
 4. Training for software programs that can be used to improve student learning.
 5. Training for hardware (such as: laptops, document cameras, scanners, video cameras, digital cameras, probes).
2. Describe how professional development is ongoing and sustained, with appropriate planning time and resources needed to support successful implementation.

Professional development is ongoing and sustained in our building through use of weekly Curriculum Assessment Development time, monthly grade level meetings, staff meetings, five School Improvement Days and two Learning Improvement Days. These times are used to develop curriculum, coordinate programs within grade levels and between grades. Time is also used to discuss academic achievement and needs of targeted students. Title 1 Professional Development funds are also used to support this effort.

3. Describe how district professional development set aside funding supports building goals and initiatives.

Grant money is used to provide professional development when available.

4. Describe the strategies that are used to attract highly qualified staff to work with the most at-risk students.

A comprehensive district/community interview/selection process is used for all district hirings' to attract and keep highly qualified staff.

Parent, Family and Community Participation

1. Describe the strategies planned to increase meaningful parental/family involvement that is designed to enhance home-school partnerships and improve student learning. Describe the activities planned to carry out the strategies.

Parents are involved in Sadie Halstead's Site Council. Members of this committee review academic goals, oversee changes in the student handbook as related to discipline, dress-code, athletics, academic/behavior probation standards and other school-wide issues. These activities are reported in quarterly newsletters that are sent to all parents. Members of Site Council are also involved in the implementation and evaluation of the school-wide program.

Parents serve on all district-level committees such as Strategic Action Plan teams, Curriculum Committees, District Curriculum Council, hiring committees and Associated Student Body activities.

Strategies developed by the home-school partnerships (Home Link) will be communicated through quarterly newsletters, staff meetings and other community work sessions.

Sadie Halstead has a small community of dedicated parents who volunteer in classes, the office, and as academic achievement coordinators.

Parents are encouraged to participate in the Maws and Paws Booster Club that operates in our school. They do fund-raising events and award parents who participate in school activities.

Sadie Halstead MS will follow the Newport School District's Parental Involvement Plan, see Appendix.

2. Describe the process to communicate with parents of students who have not met academic standards.

Students who have not met academic standards will:

- a. Receive a Student Learning Plan.
- b. Conferences with the principal, letters are sent home to their parents.
- c. Grades are reported through use of progress reports and quarterly grades.
- d. Parent/teacher conferences are held.
- e. Receive an end of the year academic achievement report.

3. Briefly describe the process used to develop and implement the Parent/Student/Teacher Compact (appendix) and Student Learning Plan/End-of-the-year Academic Achievement report. (appendix).

The Parent/Student/Teacher Compact and Student Learning Plans are reviewed by staff and Site Council. Changes are made as necessary.

4. Attach a copy of the parent/student/teacher compact in an understandable format and as appropriate in other languages (appendix)

Coordination and Integration

1. Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts. (LAP, Highly Capable, Comprehensive School Reform, IDEA, etc.).

CAD time and grade level meetings give our school opportunity to coordinate the school-wide program with other district and school improvement efforts. CAD meetings are set up to address district-wide curriculum development and

implementation. Grade level meetings provide time to coordinate programs within the grade levels.

2. Describe how the schoolwide program will coordinate transitions for preschool children into the elementary program.

This does not apply to our program.

3. Describe how vertical teaming of K-12 staff assures successful transition such as elementary to middle school, middle school to high school, high school to post-secondary, etc.

CAD meetings and content curriculum teams are used to analyze curriculum maps to ensure a progressive, comprehensive program K-12 and within and between grade levels. District-wide Curriculum Council oversees vertical alignment of curriculum and assessments.

Students in middle school are transitioned to high school in a number of ways including:

- Visits from HS Counselor to discuss course offerings and credits.
- High School visit: Students go to the High School for scheduling and orientation.
- Challenge Day: An activity day designed to address student concerns
- Overnighter: Outgoing 8th graders are invited to attend an overnighter at the high school. Activities are planned by staff and ASB to provide incoming students with information.
- Parents are invited to high school end-of-the-year Title I Review and Planning meeting.
- Principal conferences are held with all 6th, 7th and 8th grade students who have D's or F's on report their cards; Eighth grade students are also informed about high school credits and graduation requirements at these conferences.

4. Describe coordination with other community programs and agencies.

Sadie Halstead participates in interagency meetings between the school district and other agencies including: Community Mental Health, Department of Social and Health Services, Child Protective Services, Law Enforcement, Council Extension Office, Kalispell Indian Tribe, are held to coordinate services. Referrals are made to the appropriate agency when necessary. Families are linked to services when possible.

5. Describe district support for the schoolwide program implementation.

Although we are a school-wide program, Title I services are evaluated district-wide.

Support is given by the district where needs are the highest.

Evaluation and Reevaluation

1. Describe when and how implementation of the schoolwide program will be evaluated and adjusted as needed.

In the fall and spring student data is evaluated and analyzed as the results of formalized testing (such as WASL and school-based assessments) become available. On-going evaluation of student achievement is reviewed during Site Council meetings, grade level meets, CAD meetings and parent/teacher conferences. Changes in the program or changes in individual program will change as need arises.

2. How will the school ensure that an annual evaluation of progress toward reaching its goals takes place?

Review of the academic assessments given during the year will be gathered and analyzed according to the time-line. Reports of the assessments will be given to the appropriate people as stated in the time-line.

Fiscal Requirements

One of the advantages of the School Wide Program is the opportunity to combine funds and programs. The schoolwide model permits schools 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.

Time and Effort Reporting

Our school wide program is considered to be a single cost-objective. Employees who are working solely in the program are required to submit a semi-annual certification. Those who work in the school wide building, as well as other buildings are required to submit monthly time and effort sheets.

Schoolwide Programs are required to include:

- A list of the local, state and federal programs included in the Schoolwide model for flexibility of fiscal accountability;
- How Title I funds and funds from other sources will be used to implement the SWP plan;
- How Title I funding will supplement state and local funding.

Note: State special education, state transitional bilingual and highly capable funds may not be included in the SWP.

A. Funding Sources

List all federal and state sources of funds allocated to this schoolwide program.

NOTE: The following budget is for the year 200506-2007. The 2006-2007 budgets will be similar. Because of reductions in the Title I allocation for the 2006-2007 school year, total amount of Title I funds contributed may be up to \$15,000 less than 2005-2006 year.

Funding Source	Amount Contributed	How funds will support Schoolwide Program goals
State BEA	\$905,755	Teachers, principal and secretary salaries.
State LAP	\$6,683	Portion of Para-professional salaries. This money is specifically used to pay salaries for those staff directly involved with at-risk students.
Local Levy	\$113,546	Teacher allocation, curriculum and consumable curriculum replacement and teacher salary and counseling services provided through ESD 101.
Federal Dept of Ed.	None	
Title IA:	\$125,673	Teacher and Para-professional salaries, \$10,000 supplies. This money is specifically used to pay salaries for those staff directly involved with at-risk students. The money is also used to support the school-wide plan in implementation of the discipline program which helps to support a safe, bully-free environment.
Title IC:	None	
Title IIA: (professional development: competitive)	\$1,200	Professional development. This money is intended to support keeping staff highly-qualified.
Title IIB:	None	
Title III:	None	
Title II: Rural/Low Income		
Title V: Innovative Technology	\$4,500	To provide funding for teacher training and substitutes when they must be out of their classrooms.
Smith Library Trust	\$5,500	Library materials including books that support the Reading Counts program.
Title IID	\$12,341	Pending. Technology committee will make recommendations for software/hardware and training.

Uses of Funds

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

In addition to general education funding, our budget finances salaries for teachers and Para-professionals in special programs such as the Talented and Gifted, Title I, and Behavior Support program. Monies are also used to pay for supplies and equipment.

2. Provide evidence that Title I C migrant and/or Title VII American Indian parents have given consent to use Title I C and/or Title VII in the schoolwide program (if applicable). Does not apply.