# Title I Schoolwide Program Plan

LE Code: 0807

LE Name:

SC Code: 1050

School Name: Trout Creek School

School Address: 4 School Lane

Building Principal: Daisy Carlsmith, Supervising Teacher

Email: dcarlsmith@troutcreekeagles.org

Phone:

Fax: 4068274185

Superintendent:

Superintendent Phone:

Superintendent Fax:

Grade Levels: PK - 6

Implementation Date: 07/01/2015

Plan Status: Revised

Completed: Yes

Date of Last Change: 05/01/2015

Who Made Last Change: DCarlsmith

## Planning

**A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.**

## Planning Team

**List the names of the people involved in developing this plan.  (Each group should have at least one participant who is not serving in more than one role.)**

Liz Wormwood, member - Parents

Cathy Fisher, member - Parents

Kelly Fisher,  - Parents

Becky Barrus,  - Parents

Daisy Carlsmith, Supervising Teacher - Administration

Tammy Bragg, Special Education teacher - Certified Staff

Donn Morris, Teacher - Certified Staff

Taylor Etienne, Teacher - Certified Staff

Liane Keane, Teacher - Certified Staff

Wendy DosSantos, Teacher - Certified Staff

Mary Smith, clerk - Classified Staff

Penny James, School Board member - Others Optional

Michael Linderman, School Board Chairman - Others Optional

Dieter Jaegers, School Board member - Others Optional

Elizabeth Haagenson,  - Parents

Paige Lehman, Teacher - Certified Staff

Tracy Bennett, Teacher - Certified Staff

## Schoolwide Planning Summary

**Summarize the steps and activities of the planning process.  Include planning team meetings, staff work sessions, visitations to schools, parent meetings, and staff meetings where planning took place.  Also discuss other activities conducted during the needs assessment, inquiry process and plan development.  At least three planning team, staff, and parent meetings should take place.**

MeetingDate: 08/22/2014

Agenda Topics: Agenda Topics:
1. Parent requests from previous year.
A. Create a school Facebook page to communicate better.
B. School year changes: More Fridays off; longer day by
5minutes; Friday hours are like all other days in the week.

2. Review annual test scores:
A. So far no results from State
B. MAP Scores in.
3-6
Reading up 0.69%. Math up 2.64 %. Science up 17.86%.
C. Only thing not included are students who missed tests.
D. Lots of improvement in Science. High Reading but still improved. Some improvement in Math.

3. After School Program Data
A.  Meeting objectives
B. Still problem area is homework.

4.  Expecting more family involvement this year.
A.  People happy with accelerated programs.

5.  Future Title I meeting topics
A.  Differentiated instruction
B.  Funding teachers
C.  Program Quality

Planning Team: No   All Staff: Yes   Parents: No

MeetingDate: 01/16/2015

Agenda Topics: Agenda Topics:
1. Make sure everyone has signed the attendance sheet.
2. Distribute School-Parent Compact and review/make changes if needed.
3. Distribute Parents Right-to-Know Checklist and review/make changes if needed.
4. Distribute School Plan for Parental Involvement and review/make changes if needed.
5. Review 8/22/14 Agenda page and discuss updates/changes.
6. Review this year's Schoolwide budget of $76,159and how it is being utilized:
Funds one teacher's salary and part of another teacher's salary
Our mentor program for new teachers
MAP testing
Curriculum Coop
Some professional development
Is this still acceptable to parents or do they have other suggestions on how we should utilize the funds?
7. Are parents liking the School Facebook page?
8. Future agenda items

Planning Team: Yes   All Staff: Yes   Parents: Yes

MeetingDate: 03/06/2015

Agenda Topics: Agenda Topics:
1. Make sure everyone has signed the attendance sheet.
2. Distribute School-Parent Compact and review/make changes if needed. All in attendance agreed it was good.
3. Distribute Parents Right-to-Know Checklist and review/make changes if needed. All in attendance had previously reviewed this at the last meeting and felt comfortable.
4. Review Smarter Balanced website and sample tests
Introduced a sample of the 3rd grade test for parents in attendance. How to access the student interface. Suggested printing out practice tests for both practice and to file for following years.
Discussed approx. amount of time it takes to complete all sections.
Discussed some strategies to teach students for test takers. Familiarize students and staff with site. Familiarize with tools, etc.
Discussed the switch over from MAP to Smarter Balanced. Agreed that more information is needed. Teachers need to start trying out the interim test options. Keep MAP on board until more information is gathered.
5. Is current Schoolwide plan still acceptable to parents or do they have other suggestions on how we should utilize the funds? Agreed that it is good.
6. Schedule next meeting
May 1, 2015


Planning Team: Yes   All Staff: Yes   Parents: Yes

MeetingDate: 04/07/2015

Agenda Topics: Review and approve list of Professional Development Activities

School Board approve Title I Schoolwide Plan

Planning Team: Yes   All Staff: No   Parents: Yes

MeetingDate: 05/01/2015

Agenda Topics: 1.  Sign attendance sheet
2.  Review/change School-Parent Compact
3.  Review/change Parent Right to Know Checklist
4.  Discuss Smarter Balanced testing irregularities and cancellation of testing for Spring of 2015.  Plus Quality Schools Grant loss of funding and MAP testing to continue in 2015-2016 after all.
5.  Is Schoolwide Plan still acceptable?  yes
6.  Schedule next meeting:  Sept/Oct 2015

Planning Team: Yes   All Staff: Yes   Parents: Yes

## Communication

**1.  Describe the processes and opportunities that were used to:  1) develop the Schoolwide Plan; 2) inform the entire staff, parents, community and district of the Schoolwide planning team actions; and 3) solicit and receive feedback from these groups.**

1) Develop the Schoolwide Plan;
In November of 2007, a Schoolwide Title I team was formed to create school plans. Members included the administrator, a Title I para-educator, teachers, and parents who attended the Title I parent meetings. The team based our district plan utilizing the pdfs that were supplied by OPI in November of 2007. These documents were tailored to our district and a plan was formed. Since 2007, the plan has been updated annually by the team, staff, and parents. Team members, staff members, and parents attending Title I meetings have changed over the years. The submission of the Schoolwide plan has gone through various changes since 2007. For the 2009-2010 and the 2010-2011 school years, the district has used a plan which spanned eight questions with subsections. For two years, the plan was mailed to OPI. In the state fiscal year of 2012, OPI started requiring our district's and both schools' Schoolwide Improvement Plans as part of the Annual Progress Reports. Then, in the state fiscal year of 2013, OPI also required five questions to be answered in a Title I-Schoolwide Improvement Plan in the Annual Progress Report and Yearly Action Plan (CSIP). For fiscal year 2014 (the 2013-14 school year) the school's Title I team completed a new Schoolwide Plan format between August 2013 and April of 2014 over several sessions with parents and staff members. In 2014-15, we updated the plan for the 2015-16 school year.


2) inform the entire staff, parents, community and district of the Schoolwide planning team actions;
At the beginning of each school year, a letter is mailed home to parents informing them of upcoming Title I meetings. In the beginning years of our Title I Schoolwide adoption, parents were annually mailed all of the Title I parent documents. In the past three years, the district began placing those documents on the school website so that parents, teachers, and the community can view the documents. For those persons without internet access, the plan is available for viewing at the main school office. However, a hardcopy letter is still mailed to each parent at the beginning of every school year informing them of the Title I plan and upcoming meeting. In the past three years, we have found it to be more effective to actually call parents to attend Title I parent meetings rather than just sending out notices. At one of the parent meetings, it was suggested that we consider making a school Facebook page to enhance communication with parents and the community. We did so in the Fall of 2014.

and 3) solicit and receive feedback from these groups.

Feedback from the Title I team/staff is solicited and received at annual PIR days, Teacher Development Days, and at Parent Title I meetings. The administrator places Schoolwide Title I assessment results, budget changes, staff changes, implementation changes, etc. on the agendas of teacher development days. Since the small district consistently makes AYP, the parents and team members have not found the need for significant changes to our Schoolwide Plan. We evaluate annual progress results and then make minor changes accordingly. The declining Title I budgets do affect the number of Title I services we can provide. In January of 2014, we mailed home a parent survey to solicit feedback regarding possible changes to our Schoolwide Plan. We solicited feedback from parents at our Schoolwide meetings throughout 2014-15.

**2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?**

100%

**3. Briefly describe how this level of support was determined. If not 100 percent, how will the school address the concerns of those who did not support the plan?**

At Title I meetings, teachers have voiced at the meetings that they would prefer to utilize Title I funds to maintain small class sizes so that all students can get extra assistance from certified teachers. Otherwise, we would have to have triple grade levels per teacher. Right now we have one half time and one full time Kindergarten, a combined 1st and 2nd grade, a combined 3rd and 4th grade, a combined 5th and 6th grade, and a combined 7th and 8th grade. There is consensus that losing Title I funding of some of our teachers would be detrimental to our school and the Title I Schoolwide Plan. Some parents have voiced that they would pull their children from our school if we begin to combine even more grade levels.

## Technical Assistance

**1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance. (Technical assistance can include the following: professional development on preparing and/or implementing a schoolwide plan from the district and/or OPI, consultation with the district, the hiring of outside experts, conferences, etc.)**

Technical assistance is provided by our technology specialist, Kelly Beaty. Mr. Beaty assists staff with the hardware/software to download data such as CRT scores, MAP (NWEA), MBI survey data, Northwest Curriculum Coop curriculum, Accelerated Reading, STAR, etc. WMPLC/Blackfoot Telephone, Sanders County Special Education Coop, 21st Century Grant, and the Northwest Curriculum Coop also provide technology training/assistance to our staff. Univision Computers also provides technical assistance on an as need basis.

**2. Supply the dates of meetings, the type or topic of assistance, and who provided it.**

WMPLC/Blackfoot workshops are provided to our staff annually during the second week of August. Technical assistance is provided by Kelly Beaty for each online assessment the district does throughout the year. Univision Computers also provides technical assistance on an as need basis.

## Comprehensive Needs Assessment

**The Comprehensive Needs Assessment is a required component of the Schoolwide Plan.**

**1. Provide a brief descriptive narrative of the school and the community to provide a context for the plan. Also include the school's mission/vision statement.**

Trout Creek School serves the patrons of a rural community in Western Montana. Enrollment in the K-6 school is currently 73 students. Enrollment this year nearly doubled even though there was a sharp decline in enrollment about ten years ago consistent with the declining enrollment in Sanders County. Around that time, our town and county saw the majority of employment opportunities leave the area. There is now a high unemployment rate and poverty level. The student population is mostly white with a small percentage of Hispanic, Asian, African American and American Indian students. In addition to our K-8 program, Trout Creek School is in its fifth year of offering a part time preschool to students. Trout Creek School has a high percentage of children with disabilities under the Individuals with Disabilities Act (IDEA). Approximately 20% of students in the school qualify medically as emotionally disturbed. To assist this student population and increase academic proficiency, the school has partnered with an in-house mental health professionals funded by outside sources. The school also uses MBI and is formally in the process of recording its RTI process.

The mission of Trout Creek School is to develop the potential of each student. Trout Creek School believes that we must meet the individual needs and learning styles of each child and the learning environment must be nurturing, challenging, disciplined and safe. The education of children is a partnership between home, school, and community and in a diverse and changing society, all students must become life-long learners.

**2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Areas of Concentration: student achievement, curriculum and instruction, professional development, parental/community involvement, and school perspective and organization.**

The process used to collect and analyze data for student achievement is: A.) Download annual CRT results from OPI and Smarter Balanced assessment results which will be available in 2014-15. This data is first reviewed by the school administrator/testing coordinator and placed into spreadsheets for analysis. Results are then shared and reviewed by teachers at the beginning of the school year. B.) Data is collected three times a year in grades 3-6 using MAP assessments. This data is first reviewed by the school administrator and placed into spreadsheets for analysis. Results are then shared and reviewed by teachers shortly after testing is completed. C.) Other assessment tools/data used throughout the year are STAR, Corrective Reading SRA; Accelerated Reading;CORE Multiple Measures, MAZE Comprehension, Easy CBM Math; and individual assignments monitored daily. In 2015-16, teachers will begin to use Smarter Balanced interim assessments. RTI teams meet as needed to discuss the data regarding student achievement.

The process used to collect and analyze data and determine the highest priority needs in curriculum and instruction is: A.) Annual review of student achievement assessment results to determine the school's poorest performing content area. B.) Focus on improving delivery of curriculum and instruction in school's poorest performing content area. C.) Download and utilize annual curriculum updates from our Curriculum Cooperative.

The process used to collect and analyze data and determine the highest priority needs in professional development is: A.) Annual review of student achievement assessment results to determine the school's poorest performing content area. B.) Focus on targeting professional development trainings in the school's poorest performing content area. C.) Schedule professional development for PIR days/teacher development days focusing on weakest content areas.

The process used to collect and analyze data and determine the highest priority needs in parental/community involvement is: A.) An annual review of Open House/Parent

teacher conference attendance.  B.)  Data is collected through the 21st Century grant regarding parental/community involvement at school events throughout the year.  Data is formally analyzed twice a year:  once for the mid-year report and once for the end of year report.  Subsequent parental/community activities are altered based on data/findings.  C.)  Data is collected through the 21st Century grant regarding parental/community involvement through surveys throughout the year.  Survey data is formally analyzed twice a year:  once for the mid- year report and once for the end of the year report.  Subsequent parental/community activities are altered based on data/findings.  D.)  Schoolwide parent meeting feedback.

The process used to collect and analyze data and determine the highest priority needs in school perspective and organization is:  A.)  Annual My Voice surveys in grades 3-5 and 6-8 are taken and data is compared to the prior few years' data.  The school team then decides how to improve student perspective.  B.)  Staff participate in annual MBI Self-Assessment Surveys and review the findings annually.  In the past few years, our school/organization scores have gone from 76% in 2011-2012, to 82% in 2012-2013, to 90% in 2013-2014to 88% in 2014-15. C.)  The school also completes a PBIS SET assessment annually to look for improvement in school perspective and organization.  In 2012-13 and 2013-14, the school improved enough in this area to qualify for the State's Bronze Award through MBI. We are applying for Silver in 2014-15.

Staff review all five areas to determine which to prioritize. If student achievement declines, it is always the first area of focus.   Since student achievement has been good for years, we have tried to maintain our current levels and then look at the other four areas to set the priorities based on the annual review of data.

3.  **Identify the strengths and weaknesses of the school program.  (Summarize the key findings of the Comprehensive Needs Assessment.)**

Based on the findings of the Comprehensive Needs Assessment data, we have determined that our greatest strength of the school program is Academic Achievement:  100% Reading proficient/advanced CRT scores in the elementary school;  86% Math proficient/advanced CRT scores in the elementary.  Based on data, parental involvement and school perspective/organization are also typically 89-90%.  Our curriculum must be effective as well if academic achievement holds steady and high.  Our weakest school program is getting students to consistently complete homework assignments.  This is based on teacher surveys done throughout the year and data analysis.  Although we continue to create student incentives and hold before-school and after school tutoring/homework assistance opportunities four days a week, we have found that the individual students, which we had specifically hoped to see improvement in, had not made positive changes in order to receive incentives and they often do not use tutoring opportunities offered by the school.

4.  **After reviewing the areas of need, specifically looking at the academic need of identified subgroups (include English Language Learners, Migrant, Homeless and N&D Students if applicable), state the SMART (strategic, measureable, attainable, realistic, and time bound) goals for the school.**

Following are our goals:  1. The district will maintain/improve mathematics performance on Spring MAP assessments compared to prior year by 1%.  2.  80% of students will be proficient or advanced on the Math and ELA portions of the Smarter Balanced assessments by 2015-16.  3.  100% of teachers will participate in professional development regarding Common Core Math and ELA standards, instructional strategies, and investigate/develop instruction geared toward the Smarter Balanced Test format during the 2014-15 school year.

CRTs will be used in 2014-2015 to assess Science in grade 4 and for the CRT-Alternate.  The state notified the school that we will retain our AYP status and we will take the Smarter Balanced assessments in the Spring of 2014-2015.  We did not receive assessment results from last year's Smarter Balanced assessments.  Therefore, the school will use all of our other assessment tools that are regularly in place to measure our goals of maintaining proficiency in math and ELA.  100% of students (other than those taking the CRT-Alternate) in grades 3-6 will participate in the Smarter Balanced assessments in April/May of 2015 and will complete all sections.  100% of teachers of grades 3-6 will participate in professional development regarding Common Core reading (ELA) and Math standards, instructional strategies, and investigate and develop instruction geared toward the Smarter Balanced Test format during the 2014-15 school year.  Teachers will do practice tests with the students prior to taking the actual assessments.

## School Reform Strategies

**All students are expected to meet the state's challenging standards.  Students who experience difficulty will be provided timely and effective additional assistance.  Instructional strategies and initiatives in the plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students.**

**1.  Describe the key components of the research-based instructional program the school will implement that have been determined to address the priority needs.  (Instructional need being addressed, Strategy Description, Research-based Principle, Research, Source)**

The school will continue to utilize the current effective research-based instructional program that has been used and refined over the past few years.  It will continue to maintain high proficiency levels in Reading and Math using research-based instructional programs such as:  differentiated instruction, Accelerated Reading, Scholastic News (1-4), Scholastic Storyworks (5&6), Step Up to Writing, Novels, ReadWell, Harcourt, Corrective Reading, SRA Math, Life Skills, Math in the Mall; Mac's Market, Harcourt Brace, etc.  The school will also continue to integrate technology such as utilizing SmartBoard Math tools, online Math websites/subscriptions, and online Math Moodle classes which include video tutorials from Khan Academy, Brainpop.com, and Youtube.com.  Students in K-6 have their own laptops or iPads in the classroom.  An eBook library was established in December of 2011, in which students can check out NOOKs and read books at home.  Accelerated Reading books read in the school rose to an all-time high.

**2.  Describe a suggested school instructional schedule, including how the mathematics and reading instructional programs will be organized and delivered in the school.**

Reading and Math instructional programs begin in our part-time preschool.  Preschool students receive reading instruction twice a week and also attend preschool library class where they can check books out of the library.  Students in K-4 receive reading and math instruction in the morning and it is integrated in other subjects during the rest of the day.

Reading and Math instructional programs in grades 5-6 occur in the morning based on grade level and or ability.  These students also receive language art classes each morning to improve reading proficiency.

All students in K-6 attend Drop Everything and Read for 40 minutes every Friday.  Students in these grades have the opportunity to receive additional reading instruction during the after school program and during summer school.

## Instruction by Highly Qualified Professional Staff

**All teachers of core academic subjects and instructional paraprofessionals must be highly qualified.  A hard copy of the attestation forms in www.transact.com must be kept on file at the school.**

**1.  All teachers are Highly Qualified.  (Located in www.transact.com)**

Yes

**2.  All Paraprofessionals are Highly Qualified.  (Located in www.transact.com)**

Yes

## High-Quality and Ongoing Professional Development

**Professional development must be high-quality, ongoing and sustained for all staff, principals and paraprofessionals.**

**1.  List the professional development activities the school will engage in to implement the Schoolwide Plan.  (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

1.  MBI; 2.  RTI; 3.  MANDT; 4.  Technology integration; 5.  Common Core Math with IEFA;  6.  Common Core ELA with IEFA; 7.  Title I Schoolwide;  8.  EPAS teacher evaluation system;  9.  First Aid, CPR, AED; 10.  Bus safety;  11.  Special Education; 12. Title IX/504; 13. Dyslexia; 14. Assessment; 15. School Emergency Planning; 16. Health; 17. Mentoring; 18. IEFA; 19. Title IX; 20. Title I.

**2.  Explain how each professional development activity listed relates to the priority areas needing improvement, and how these activities will assist in improving student achievement.  (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

1.  MBI relates to improving student achievement and school perspective/organization.  Our team will attend trainings throughout the 2014-15 school year.  The team attended trainings on 10/27-28/2014, 2/9-10/2015, and 2/26/2015.

2.  RTI relates to improving student achievement and curriculum.  Our RTI team will attend trainings throughout the 2013-14 and 2014-15 school years. Three teachers attended RTI training on 2/11/15. It also conducted in-house RTI work days on 1/16/15 and 1/22/15.

3. MANDT relates to improving behavior which will improve student achievement and we had a training for staff on 9/26/14.

4.  Technology integration relates to improving all five areas.  Six teachers attended the August Institute training in August of 2014.  They learned how technology can be integrated into Math, ELA, etc.  They took a technology assessment on August 22, 2014.  The clerk took a technology training on 11/18/2014.  On 12/1-2/2014, the school

administrator attended a School Technology Law conference.  On 3/27/15, the administrator and counselor attended a technology training.  Another technology assessment will take place on 5/1/15.

5.  Common Core Math relates to improving student achievement, professional development, and curriculum while implementing IEFA.  Tammy Elser delivered instruction on Sept. 12, 2014.  Teachers also attended an IEFA showcase on April 10, 2015.

6.  Common Core ELA relates to improving student achievement, professional development, and curriculum while implementing IEFA. Tammy Elser delivered instruction on Sept. 12, 2014.  Teachers also attended an IEFA showcase on April 10, 2015.

7.  Title I Schoolwide relates to improving student achievement. The program provides smaller classroom sizes which improves student achievement.  The Schoolwide team held meetings to review data and the plan's progress in August of 2014.  Parent Title I meetings were also held on Jan. 16, March 6, and May 1 of 2015 to review and update the plan.

8.  EPAS teacher evaluation system provides our highly qualified staff with feedback and suggestions on enriching our instructional process/delivery.  The school administrator attended training on 11/18/2014 and 3/27/2015.

9.  First Aid, CPR, AED training relates to student safety and was held in August.

10.  Bus safety training helps keeps student safe. A representative from the bus company and the school administrator attended a School Emergency Planning workshop on 2/10/15.

11.  Special Education workshops in August of 2014 helped train two para professionals and the Special Education teacher and will increase student achievement.  On 11/21-23, 2014, the SPED teacher attended TEACCH Autism training.  On 11/6/14, the school administrator and the SPED teacher attended a training.

12.  Title IX/504 benefits the safety of students.  The administrator attending a training on 11/24/14 and then the counselor and administrator attended a training on 4/21/15.

13.  Dyslexia conference assists student academics.  A parent and the SPED teacher attended a training on 2/25/15.

14.  Assessment and Data workshops benefit students.  Two staff attended conferences on 1/25-16/2015 and all staff attended an in-house training on 2/13/15.

15. School Emergency Planning keeps students and staff safe.  The bus company and the school administrator attended training on 2/10/15 and a Board member and the administrator attended a local one on 2/12/15.

16.  Health workshops keep students healthy.  A teacher attended a tobacco free conference on 3/24/15.

17.  Mentoring assists new teachers and then benefits the students.  The Supervising Teacher and another teacher will attend trainings on April 20-21, 2015 and June 4&5, 2015.

18.  IEFA training keeps us in compliance with IEFA implementation and benefits students.  The school administrator and one teacher attended the IEFA Showcase on 4/10/15.

19.  Title IX training keeps us in compliance with Federal laws.  The Supervising Teacher and Counselor attended the training on April 21, 2015.

20.  Title I training benefits our students.  Two teachers and the office assistant/Title I Schoolwide Director and Coordinator attended April 22 & 23, 2015.


**3.  Describe the ongoing embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies that have occurred.**

Staff receive annual evaluations to determine staff implementation and effective use of the learned instructional skills and strategies. Some staff have mentors. Other staff discuss PD during Teacher Professional days and in meetings with other staff members.

## Strategies to Attract Highly Qualified Professional Staff

**Recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools. Low-performing students in these schools have a special need for excellent teachers.**

**1. Describe the strategies that will be used to recruit highly qualified teachers and paraprofessionals.**

Post ad on OPI Jobs for Teachers website; offer new teacher mentor program; assist in finding housing when needed.

**2. Describe the strategies that will be used to retain highly qualified teachers and paraprofessionals where they are needed most.**

Try to offer competitive salaries; offer health insurance; mentor program; team building.

## Strategies to Increase Parental Involvement

**Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.**

**1. Describe the key strategies planned to increase meaningful parental involvement designed to enhance home-school partnerships and improve student learning.**

Strategies to increase meaningful parental involvement are: School Facebook page; daily planners for communication; weekly bulletins; class websites; Moodles; special event flyers; phone calls to personally invite parents to events; school websites; after school program monthly activity calendars; Parent/Teacher conferences; Open House; Concerts/Plays; invite parents to attend sporting events/school activities; offer parent/community events monthly after school; offer parent/community participation in the summer school program; ask community members to volunteer/present; monthly school events are posted on the school sign on the highway; erecting new playground equipment with community and parent volunteers; ads/articles in newspaper promoting community involvement in school events.

**2. Explain the strategies or processes used to include parents in the decision making and the evaluation of the Schoolwide Plan and/or other school related programs.**

The processes used to include parents in the decision making and the evaluation of the Schoolwide Plan involve CONSTANT communication by all staff each and every day. Teachers and staff check in with parents as often as possible. Through our 21st Century after school grant, we do regular parent surveys to get their input on school programs. We also hold Schoolwide Plan meetings with parents to get their input. The Schoolwide Plan meetings do not draw nearly as many to attend as our other events. Since our school consistently makes AYP, parents do not request major changes to our plan. The input for the last meeting was positive and that no changes were necessary. The only suggestion by parents was to look into using interim Smarter Balanced assessments and possibly phasing out MAP sometime in 2015-16.

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

Teachers will ask for conferences with parents of students who are not meeting academic standards.  They complete conference forms in which they develop a plan.  We use the RTI process.  If students are still not making progress, we alter their curriculum delivery/intervention strategies as a team.  If students are still not making improvements after RTI, they may be sent for IDEA evaluation so that they can receive additional assistance.

**4.  Identify the date and the agenda for the annual Title I-A meeting.**

8/22/14  Teachers and para educators attended
Agenda Topics:
1. Parent requests from previous year.
A. Create a school Facebook page to communicate better.
B. School year changes: More Fridays off; longer day by
5 minutes; Friday hours are like all other days in the week.

2. Review annual test scores:
A. So far no results from State
B. MAP Scores in 3-6
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C. Only thing not included are students who missed tests.
D. Lots of improvement in Science. High Reading but still improved. Small improvement in Math.

3. After School Program Data
A.  Meeting objectives
B. Still problem area is homework.

4.  Expecting more family involvement this year.
A.  People happy with accelerated programs.

5.  Future Title I meeting topics
A.  Differentiated instruction
B.  Funding teachers
C.  Program Quality

1/16/2015
 Teachers  and parents attended
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MAP testing
Curriculum Coop
Some professional development
Is this still acceptable to parents or do they have other suggestions on how we should utilize the funds?
7. Are parents liking the School Facebook page?
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Meeting Date: 03/06/2015
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3. Distribute Parents Right-to-Know Checklist and review/make changes if needed. All in attendance had previously reviewed this at the last meeting and felt comfortable.
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Introduced a sample of the 3rd grade test for parents in attendance. How to access the student interface. Suggested printing out practice tests for both practice and to file for following years.
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5. Is current Schoolwide plan still acceptable to parents or do they have other suggestions on how we should utilize the funds? Agreed that it is good.
6. Schedule next meeting

May 1, 2015
1. Sign attendance sheet
2. Review/change School-Parent Compact
3. Review/change Parent Right to Know Checklist
4. Discuss Smarter Balanced testing irregularities and cancellation of testing for Spring of 2015.  Plus Quality Schools Grant loss of funding and MAP testing to continue in 2015-2016 after all.
5. Is Schoolwide Plan still acceptable?  yes
6. Schedule next meeting:  Sept/Oct 2015


**5. Describe community collaboration and partnerships that enhance student achievement.**

Taking pride in our school community is likely to enhance student achievement.  We have community members donate supplies to our school events and behavior award programs.  They also come in to volunteer their time presenting to our students or joining in on school activities.  We also collaborate with a local on-site mental health team which provides daily visits with many of our students.  Our school partners with the Trout Creek Community Improvement Association for volunteer activities, etc.  We also partner with local companies through grants we receive.  A local retired Science teacher volunteers to teach robotics.  We participate in the Foster Grandparents program which provides volunteers to assist our struggling students with reading, writing, math, etc.  In April, we held our annual volunteer appreciation luncheon.

**6. Briefly describe the process used to develop and implement the school/parent compact.**

In November of 2007, our Schoolwide Plan team utilized pdfs that were supplied by OPI and refined them in order to form our school/parent compact. They have been reviewed annually since then.

**7. Title I Parental Involvement Plans are available to the parents and public.**

Yes

## Preschool/Other Transition Strategies

**Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level**

**1.  Where appropriate, state how the Schoolwide Program will coordinate transitions for preschool children into the primary grades.  Explain other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, and high school to post-secondary.**

Trout Creek School offers a free part-time preschool to students ages 3 ½ to 4 years of age in order to prepare them for Kindergarten.  These students learn early academic and social skills.  They utilize school facilities and enjoy checking books out of our library.  The come to the school for snacks and occasional music classes.  They participate in annual performances and take field trips.

The Schoolwide Program passes on data, strategies and plans for students moving from elementary school to middle school so that the transition is as smooth as possible.  Data is used to determine student placement in middle school classes and programs.  Students in middle school go on college visits whenever possible.  They may even take advanced level High School courses during middle school years.  Students are offered annual high school shadow field trips and receive counseling classes throughout the year to discuss the importance of high school and college.
Our DEAR program and after school program offer older student mentoring of younger students through social interactions and various planned activities.

**2.  Describe the ongoing coordination with other community programs and agencies that support transitions for students.**

We provide an early intervention for preschool age students to prepare them for the transition to Kindergarten and the primary grades.  Local community members come to present regarding careers at our After School and Summer School programs.  We offer counseling classes to teach about the transition to High School.

## Assessment of Student Progress

**Frequent and ongoing assessments used to determine student progress help verify how the Schoolwide Plan is meeting learner needs.  The assessments that will be used need to be selected with teacher input, who should be involved in the timing and the implementation of these assessments.**

**Use the following outline to describe the student assessments which will give staff ongoing data regarding student progress:**

**a.  Full name of the assessment;**

**b.  grade level to be assessed;**

**c.  appropriate content area;**

**d. times it will be given;**

**e. how the staff will be trained to administer the assessments; and**

**f. how and when the staff will use the information to guide instruction.**

Assessment Name: ReadWell

Description: Reading/ELA program

Grade Level: K-2

Content Area: Reading/EL

Frequency of Assessment: daily, weekly, by unit, annually

Training for assessment: Staff attended ReadWell workshops to learn how to administer the assessments and evaluate the data.

How Used: They use the data immediately after each assessment to respond with interventions.  The staff also provides the data to the administrator annually.

Assessment Name: CRT

Description: state assessments

Grade Level: 3-6

Content Area: Sci/Rg/Mt

Frequency of Assessment: annually

Training for assessment: Staff are trained to administer the assessments when they enter our school district prior to the commencement of testing.  They may participate in trainings in which we review the testing manual and or the OPI test administrator slide shows.

How Used: Staff receives the data from the assessments annually to guide instruction. Starting this school year, students will participate in the new Smarter Balanced assessments but we will not receive results from the state this year.

Assessment Name: MAP

Description: online, computer-based assessments

Grade Level: 3-6

Content Area: Rg/LA/Mh/S

Frequency of Assessment: three times a year

Training for assessment: Staff are trained by tech specialist, testing coordinator, and other teachers on how to give the assessment.  They also receive training at teacher development days on how to give and prepare for the assessments.

How Used: Our clerk and the technology specialist prepare for the assessments; the administrator schedules the assessments; and the technology specialist, administrator and teachers work together to administer the computer based assessments.  In January of 2014, the district moved from a server based assessment format which requires uploads, to a web-based assessment format.  The school administrator gathers the assessment data after each instance and puts the information into spreadsheets.  Staff receives the information to determine response to intervention.  They also share the assessment results with parents in written reports which include graphs.

Assessment Name: Accelerated Reading

Description: Reading assessment

Grade Level: K-6

Content Area: reading

Frequency of Assessment: at the completion of each book

Training for assessment: Staff are trained by tech specialist, librarian, and other teachers on how to give the assessment. They also receive training at teacher development days on how to give and prepare for the assessments.

How Used: . Teachers and students immediately receive written results that indicate the reading level and comprehension of each book. Teachers use this data to determine what reading level students should focus on in order to improve proficiency.

Assessment Name: STAR

Description: Reading assessment

Grade Level: 3-6

Content Area: Reading

Frequency of Assessment: quarterly and to incoming students

Training for assessment: Staff trainings are given as needed by program coordinator/librarian.

How Used: This test determines an approximate grade level so students and teachers can determine appropriate literature. The tests are administered quarterly and are also given to incoming students in order to determine placement.

Assessment Name: BrainPop.com quizzes

Description: online subscription assessments for all subjects

Grade Level: K-6

Content Area: All

Frequency of Assessment: At the completion of each lesson

Training for assessment: Veteran teachers attended tech workshops to learn how to use Brainpop.com. New teachers are mentored by staff that is knowledgeable about the program.

How Used: BrainPop.com is used to assess students in grades K-6 in Reading, Math, Science, Social Studies, Technology, Health and Music. The times the assessments are given depend on the lessons being taught. The program allows immediate feedback, which is used to further enhance instruction.

Assessment Name: Corrective Reading

Description: reading assessments

Grade Level: 5-6

Content Area: Reading

Frequency of Assessment: as needed based on the lesson; daily, weekly

Training for assessment: Staff are trained by attending Corrective Reading workshops, trained by Special Education teacher, manuals, direct instruction, or basal.

How Used: Corrective Reading assessments will be utilized in grades 5-6 based on student needs.  We use Corrective Reading decoding strategies and comprehension skills assessments.  Content area is ELA.  Decoding strategies assessments are done daily.  Comprehension skills assessments are done as needed for each student.  Staff will use the information guided through daily reading checkouts and comprehension questions answered with 80% accuracy.

Assessment Name: Harcourt Math assessments

Description: math assessments

Grade Level: K-6

Content Area: Math

Frequency of Assessment: Beginning of the year and per lesson/unit

Training for assessment: Mentoring is provided to new staff to learn scope and sequence, pacing, and test administration.

How Used: Harcourt Math assessments are given in grades K-6.  There are beginning of the year pre-assessments.  Chapter and unit assessments are administered by teachers as needed.

Assessment Name: Novel assessments from various publishers

Description: Reading assessments

Grade Level: K-6

Content Area: Reading

Frequency of Assessment: at the completion of class novels

Training for assessment: Staff have been trained in college and or trained by other staff, mentors, or at workshops.

How Used: Novel assessments from various publishers are used in the Marilyn Burns process.  The assessments are based on the lesson objectives and are used K-6.  They are applied to all content areas and are used continuously throughout the reading of the novels and afterward.  Available assessments include published novel programs, teacher created programs, and online materials.  Information from assessments are used to guide instruction on a daily basis.  Novels are also assessed through accelerated reader.

Assessment Name: Daily lesson assessments

Description: assessments

Grade Level: K-6

Content Area: All

Frequency of Assessment: As needed

Training for assessment: Teacher prep programs, mentoring, collaboration with staff, workshops

How Used: Used to check for understanding and see if a concept needs further instruction/clarification.

Assessment Name: Scholastic News & Storyworks

Description: Reading assessments

Grade Level: 1-6

Content Area: All

Frequency of Assessment: weekly

Training for assessment: Staff were trained in college, workshops, and by collaborating with each other.

How Used: Scholastic News, is used in grades 1 & 2. As of January 2014, teachers in grades 3-6 also expressed interest in the program and began utilizing it in their classrooms. Grades 5&6 began using Storyworks. Grades 3&4 ordered Scholastic News. The program will be used in grades 1-6 in the 2014-2015 school year. Program assessments are developed and available for materials. Non-fiction materials and paired readings are stressed as part of the Common Core Standards. Assessments are given as needed.

Assessment Name: University of Oregon assessments

Description: Reading, Language Arts, Math assessments

Grade Level: K-6

Content Area: Rg/LA/Math

Frequency of Assessment: as needed

Training for assessment: Staff will be trained using Special Education training and manuals.

How Used: Staff will use the information to guide instruction after the assessment is given to address more needs for improvement.

Assessment Name: CORE

Description: Reading/ELA assessments

Grade Level: K-6

Content Area: Reading/LA

Frequency of Assessment: quarterly

Training for assessment: Staff will be trained using Special Education training and manuals.

How Used: CORE Reading Assessment for comprehension and fluency are starting to be used in grades K-6 for ELA. It will be used quarterly in the Kindergarten. Staff will use the information to guide instruction after the assessment is given to address more needs for improvement.

Assessment Name: Six-Minute Solution/Fluency

Description: Reading assessment

Grade Level: 3-6

Content Area: Reading

Frequency of Assessment: as needed

Training for assessment: Staff will be trained using Special Education training and manuals.

How Used: Staff will use the information to guide instruction after the assessment is given to address more needs for improvement.

Assessment Name: Daily Oral Language

Description: Language Arts assessment

Grade Level: 1-6

Content Area: ELA

Frequency of Assessment: three times a week

Training for assessment: Staff will be trained in education classes in college or at workshops and can also use manuals.

How Used: Staff will use the information to guide instruction after the assessment is given to address more needs for improvement.

Assessment Name: Smarter Balanced

Description: State assessments

Grade Level: 3-6

Content Area: ELA/Math

Frequency of Assessment: annually

Training for assessment: Test coordinator and all test administrators must attend the annual in-house training using OPI slideshows/videos and materials.  Some staff/administrator attend workshops provided by OPI.

How Used: Assessment data will be used to determine student proficiency levels.

**Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.**

During staff meetings or if requested by individual teachers, if they find that a current assessment is not optimal, we move to switch over to assessments that better meet their needs.  For instance, our early primary teachers were using Dibels assessments for a few years but found that the Dibels assessments did not flow well with the ReadWell program.  Teachers asked if they could stick with one program format that gave more accurate results.
Also, in Math, some teachers decided to stop using Accelerated Math assessments because the assessments did not coincide with Common Core objectives/format.  Some teachers also decided to stop using STAR Math assessments because that data indicated that students were more proficient than they actually were and that the questions were mostly computation rather than problem solving, etc.  Teachers instructing math may still choose to use these assessment tools if they wish.  However, for the time being, they are not being utilized.

## Additional Assistance for At-risk Students

**The Schoolwide Program must identify students who need additional learning time to meet the standards and provide them with timely, additional assistance that is tailored to their needs.  This assistance must be available to all the identified students in the school.**

1. **Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.**

   Since we keep our class sizes very small, teachers can identify students immediately when they are having difficulty mastering skills and standards. Teachers provide intervention strategies on the spot to provide support. If students do not show significant improvement from the intervention they receive from the teacher during the class, they will be referred for other RTI strategies until they begin to reach proficiency.

2. **Describe how timely assistance and services will be provided for struggling learners.**

   Since we keep our class sizes very small, teachers can identify students immediately when they are having difficulty mastering skills and standards. Teachers provide intervention strategies on the spot to provide support. If students do not show significant improvement from the intervention they receive from the teacher during the class, they will be referred for other RTI strategies until they begin to reach proficiency. Sometimes this requires rescheduling para- educators and teachers so that students may attend intervention programs that coincide with their class schedules.

3. **Describe how services will be provided for the following special populations: Special Education students; English Language learners; Migrant students; Homeless students; and Neglected or Delinquent students.**

   The school utilizes three Special Education para-educators and one certified Special Education teacher to provide services to Special Education students throughout the day. There are no English Language learners enrolled at this time. Our school constantly has transient students and they are assessed using multiple tools prior and or immediately upon enrolling in our school. That way the staff can plan on providing the support/interventions necessary. We currently do not have homeless students. With regards to neglected or delinquent students, the district provides a school counselor and partners with a mental health provider to provide severely emotionally disturbed students with social skills, coping skills, and mental health assistance on a daily basis. We provide a weekly food backpack program in order to send home food for some students to eat on the weekend or during vacation time.

## Coordination and Integration of Programs and Resources

**Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs with the aim of upgrading the entire educational program.**

1. **Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this act (i.e., migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).**

   Trout Creek School utilizes several state and federal resources to integrate services and programs to enhance our entire educational system. Currently we participate in the federal lunch, breakfast and after school snack programs, plus a fresh fruit and vegetable program. We have a Schoolwide Program, a 21st Century Community Learning Centers grant for after school and summer school activities, a Gifted and Talented program, and we have a preschool program. We have held trainings regarding bullying and cyberbullying/internet safety presented by our local Sheriff's office and a detective from Helena. The school also provides adult education courses for our community. We also partner with Head Start in Missoula.

2. **Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district/school improvement efforts.**

We provide healthy meals and snacks for our students, so that they can concentrate better on learning.  Our Schoolwide Program currently provides a teacher for kindergarten, and a part-time teacher for music.  Without Schoolwide monies, these programs could not be offered with our current budgets.  We have a preschool program which helps prepare our students for kindergarten, and feel these early learning programs give our students much needed structure, support and learning to enhance what they receive at home.  We have funded the program by applying for local grants.  Our after school and summer school programs provide enrichment activities for students and parents, to enhance the student's overall education.  The After School Program coordinates with regular school day teachers, to help students with homework and provide more skills that may be lacking.  We also provide bus transportation for our After School and Summer School Programs, so that students have the opportunity to participate and become well-balanced students.  Many or our students would not be able to participate, if we did not provide this service.  During the summer school program, we also provide breakfast and lunch for the students.  Adult education courses provide community with opportunities to learn new skills and hobbies.  The courses also provide opportunities for healthy exercise.

**3.  List the funds to be included in the Schoolwide Program.  Please enter a dollar amount rounded to the nearest whole number.  Do not use a dollar sign, comma, decimal point, or place a break between the numbers. Do not break down the budget by LE or Sc.**

Title I-A: 57578

Title II-A: 18581

Title III: 0

Title VI-B: 0

**4.  Provide a budget narrative explaining how all the funds listed will be used.  Please be specific.**

The General Fund budget provides for the following: 1) teachers, aides, administration, custodians, and cooks' wages and health insurance benefits; 2) school counselor for 6 hours per week; 3) supplies and travel expenses; 4) property/liability insurance, work comp, and other dues and fees; 5) utilities, water, sewer, heating oil and repair/maintenance costs; 6)a school nurse one day a month.
The retirement budget pays costs for the following payroll expenses: social security, Medicare, retirement and unemployment. This budget does not pay payroll expenses on wages paid with federal grant funds.

The transportation budget pays cost for pupil transportation to and from school. These costs include: administration, bus contractor, bus fuel, individual transportation contracts and snow removal.

The tuition fund pays wages and benefits for a special education aide for a high needs special education student.

The Schoolwide budget pays salary, payroll expenses and benefits for our kindergarten teacher, a part-time music teacher and a stipend for a mentor teacher. The budget also pays costs for MAP testing, curriculum cooperative fees for professional development, some professional development travel, and supplies for parental involvement.

The 21st Century grant pays for staff to administer and run an afterschool and summer school program. The grant covers wages, payroll expenses and benefits; supplies for the program and parental involvement supplies, and transportation costs for the program.

The Gifted and Talented funds cover travel expenses and supplies for that program. The teacher for that program is paid from the General Fund.

The preschool donations help pay two part-time paraprofessionals to run the program, plus some administrator costs.

The Adult Education fund pays instructors for adult education classes. It also covers some administrative costs, and costs for advertising and supplies.


The General Fund and Special Education funds cover wages and benefits for a full time special education teacher.

The Lunch Fund covers food costs for breakfasts, lunches and snacks for our various programs. It also pays wages for the summer program cook and some substitute wages.

The Technology Fund covers wages for a technology coordinator and wages for professional development. It also covers costs for technology supplies, support, and equipment.

The Building Reserve fund is covering costs for school safety upgrades.


## Research Process

**Instructional strategies and initiatives in the plan must be built on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. The ESEA/NCLB emphasis is in reading and mathematics.**

1. **Briefly describe the process the staff and planning team used to:**

**Identify possible reasons for the identified needs.**

**Identify possible solutions and strategies to address these reasons.**

**Receive input from the whole staff and the parents during this process.**

Identify possible reasons for the identified needs.

The team analyzed data from CRTs, MAP, MBI surveys, RTI, and other assessment tools and determined that the district should maintain reading proficiency levels and slightly improve math proficiency levels. Our district continues to perform well. We have identified that we would also like to have more students attain "advanced" levels in reading and math.

Identify possible solutions and strategies to address these reasons.

Possible solutions and strategies to address these reasons are to continue to implement individualized assessment accommodations, RTI, differentiated instruction, small class sizes, content acceleration, before and after school activities, and parental involvement.

Receive input from the whole staff and the parents during this process.

The whole staff addresses the Title I Schoolwide Plan at formal teacher development/PIR day, and Title I meetings throughout the year. Parents and teachers met in January, March and May to review and update the plan.

2. **Describe how the staff:**

**Investigated best practices and research.**

**Contacted and visited successful schools and programs.**

Investigated best practices and research.

Staff investigated best practices and research at various professional development workshops, PIR days, Teacher Development days, RTI trainings, and MBI workshops so far in the 2014-15 school year.

Contacted and visited successful schools and programs.

Staff have contacted successful schools and programs such as working with our MBI consultant, Sandy Elmore, to share effective tools from MT schools; contacting our Sanders County Special Education Cooperative to attend professional development opportunities at neighboring schools and sharing tools; attending 21st Century program workshops to collaborate with other school districts/programs and working with neighboring school grant writers/grant administrators to collaborate on trips and projects.

## Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan

**Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan**

1. **Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.**

   The whole staff addresses the Title I Schoolwide Plan at formal teacher development/PIR day, and Title I meetings throughout the year. Parents and teachers meet at least three times a year:  in 2014-15 they met in January, March and May to review and update the plan.  The School Board also participates in planning during the Board meetings based on information from Title I Schoolwide meetings.

2. **Describe who will be involved in the evaluation/review, and how they were selected**

   All certified staff are involved in the evaluation/review.  Since our school is so small, all teachers stepped up and joined the team.  Parents then volunteer to review the documentation in progress and add or edit it.

3. **Describe what process will be in place to ensure that revisions are completed, and that the district has been informed of any changes.**

   Revisions are completed in team meetings and changed before parent meetings.  Edits and changes made at parent meetings are done and then posted annually on our school website.  Copies are also available in the main office.

4. **Describe how the district will be informed of the school's progress and on any changes to the schoolwide plan.**

   School's progress is reported annually at September staff meeting and at Board meetings.  Some staff members also attend Title I parent meetings.  The Schoolwide Plan changes are done annually and updated on the school website at the beginning of each school year.

## District Review Team

Daisy Carlsmith, Supervising Teacher     Date Reviewed: 05/01/2015

Penny James, Board member     Date Reviewed: 04/07/2015

Michael Linderman, Board Chair     Date Reviewed: 04/07/2015

Dieter Jaegers, Board member     Date Reviewed: 04/07/2015

Liz Wormwood, parent     Date Reviewed: 04/07/2015

Elizabeth Haagenson, parent     Date Reviewed: 05/01/2015

Tracy Bennett, teacher     Date Reviewed: 05/01/2015

Taylor Etienne, teacher     Date Reviewed: 05/01/2015

Liane Keane, teacher     Date Reviewed: 05/01/2015

Paige Lehman, teacher     Date Reviewed: 05/01/2015

Wendy DosSantos, teacher     Date Reviewed: 05/01/2015

Donn Morris, teacher     Date Reviewed: 05/01/2015