



Trout Creek School District #6
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Title I, Part A: Schoolwide Plan 2009-2010

1. Trout Creek School District #6 will complete comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to state content and student performance standards.
 - *Annual CRT results are sent to the school and the information is placed in students' cumulative folders. A set of the CRT results are mailed, by the school, to the parents to notify them of their student's/students' performance.*
 - *Teachers use the online program, MARS (Montana Analysis & Reporting System), to determine where students need to focus as far as content in order to improve performance.*
 - *Teachers use MARS to pull sample test questions for review with students prior to CRT testing*
 - *MAP testing is done in the Fall, Winter, and Spring, to measure performance according to state content standards. Data and graph results are printed by the office assistant and reviewed by the administrator. They are placed in student cumulative folders for teachers to review.*
 - *Star Reading and Math tests are administered to determine approximate grade level performance*
 - *DIBELS tests, Read Well and Read Well II assessments are administered to assess early-elementary students' performance, growth, and areas in need of intervention*
 - *Corrective Reading assessments are administered as needed throughout the year to assess reading improvement in grades 5-8.*

2. Trout Creek School District #6 will take schoolwide reform approaches that:
 - Provide opportunities for all children to meet the state's proficient and advanced levels of student performance
 - *Title I Aides are available part-time to assist all students in all subjects to enable children to meet the state's proficiency levels.*

 - Are based on effective means of improving children's achievement
 - *Corrective Reading, DIBELS, Read Well, Read Well II, Star Reading and Math, and PLATO learning systems are research-based programs that effectively improve children's achievement*

- Use effective instructional strategies that –
 - Increase the amount and quality of learning time, such as extended school year, before – and after-school, and summer school programs
 - *Trout Creek School provides a breakfast study hall every day. In some cases, Title I aides are available to tutor students during lunch recess. A Title I aid holds the after-school program twice a week. Summer school is also held annually.*
 - Help provide an enriched and accelerated curriculum
 - *Every student is grouped according to his or her own ability level based on quarterly assessments in order to enrich and accelerate curriculum. PLATO learning system is also available for curriculum acceleration. Gifted and Talented classes are held to enrich the curriculum.*
 - Meet the educational needs of historically underserved populations, including girls and women
 - *Math and Science are stressed in the curriculum. A volunteer Science teacher comes once a week throughout the year to inspire children to embrace the love of Science. In Gifted and Talented, girls and boys are working on Lego Robotics for the 2009-2010 school year. CRT questions in Math and Reading are being reviewed in grades 3-8 in order to help underserved populations achieve higher test scores*
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any approved under Title III of Goals 2000
 - Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, and address how the school will determine whether these needs are met. These programs may include counseling and mentoring services; college and career preparation, such as college and career guidance; services to prepare students for school-to-work transition; and the incorporation of gender-equitable methods and practices.
 - *Each student is evaluated on an individual basis due to our small class sizes. Since small class sizes cannot provide valid data, Trout Creek School targets each student individually to address his or her needs.*
 - *Class counseling is provided once a week in the classroom*
 - *A school counselor is available twice a month to meet with students individually*
 - *A full-time team of counselors, a licensed therapist and a mental health associate, (Altacare) is available to students on campus to provide emotional and social support to students at school every day*
 - *GEAR UP is the grant that Trout Creek School is participating in which provides college and career preparation.*
3. Trout Creek School District #6 will provide highly qualified professional staff.
- a. *The 2009-2010 staff meets this requirement*
4. Trout Creek School District #6 will offer professional development for teachers and aides, and, where appropriate, pupil services personnel, parents, administrator, and other staff to enable children in the schoolwide program to meet the state’s student performance standards (in accordance with Sections 1114(a)(5) and 1119 of Title I).
- a. *Trout Creek School District sends personnel, administers and other staff to professional development workshops throughout the year to assist in raising student performance. The district also brings in trainers to provide professional development to staff on the designated professional development teacher days*

5. Trout Creek School District #6 will include strategies to increase parent involvement, such as family literacy services.
 - a. *The District increases parental involvement through GEAR UP, I Love To Read Month events, honor roll assemblies, daily use of assignment notebooks, conferences, Open House, MBI school events, pre-school library, erecting a school sign, etc.*
6. Trout Creek School District #6 will reflect strategies for assisting preschool children into the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
 - a. *In the 2009-2010 school year, Trout Creek School will be offering a weekly pre-school library/story time class. Kindergarten Roundup is held every spring.*
7. Trout Creek School District #6 will include teachers in the decisions regarding the use of assessments.
 - a. *Throughout the past few years, teachers in the elementary and junior high have discussed the best ways of assessing students. Based on grade levels, teachers have been able to choose the type of assessments that best fit their students. Early elementary teachers have embraced the use of Read Well and Read Well II assessments and DIBELS. Many elementary teachers use basal series assessments, Star Reading and Math, Informal Reading Inventory Assessments, etc. Corrective Reading assessments have recently been added to assess Junior High Students in addition to the Star assessments.*
 - b. *MAP testing has been used during the past few years and is completed on computers. Reading, Language Arts, Math, and Science assessments are available. Teachers continue to question the test's validity for our population of students. Some proctors had voiced that the tests are too long and lose students' attention. The choice of the shorter test was selected and began in the winter of the 2007-2008 school year.*
 - c. *CRT assessment results are being embraced this year due to the integration of MARS. MARS is the online program that takes CRT results and allows teachers to target areas of improvement.*
8. Trout Creek School District #6 will ensure that students who experience difficulty mastering any of the state's standards receive timely and effective additional educational support that must include:
 - Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance;
 - *Students are assessed at a minimum each quarter. Students are identified on an individual basis and Title I aides and teachers are rescheduled when necessary to target these students. Some students receive remedial reading and math classes. Others receive additional assistance in the classroom. Students needing additional assistance can go to study halls or stay after school for additional assistance.*
 - Training for teachers in how to diagnose and address students' educational weaknesses, to the extent the school determines it to be feasible using Title I, Part A funds, and
 - *MARS is the major program that we will be focusing on during the 2009-2010 school year to diagnose and address students' educational weaknesses*
 - Parent-teacher conferences for any student who has not met the standards.
 - *Conferences will be held in November of 2009 and are available to all students, throughout the school year. Parents, teachers, and students can request conferences at any time when standard are not being met*

In determining why a student is having difficulty mastering the standards, if Trout Creek School suspects the student has a learning disability, in addition to seeking other educational support, it will consider referral for evaluation to determine eligibility for services under Part B of the Individuals with Disabilities Education Act (IDEA).

- *Students receiving Title I assistance, who continue to fail to meet the grade-level requirements and meet state standards, are referred for evaluation under the IDEA.*

In addition to these eight improvement components, IASA [Section 1114(b)(2) of Title I] requires the Trout Creek School District #6 schoolwide plan to (ED, September 1997, p. 13):

1. Incorporate the components of a schoolwide program
2. Describe how the school will use resources under Title I, Part A and other sources, including other federal education funds, to implement those components
 - a. *Title I resources will be used in the 2009-2010 school year to fund two part-time Title I para-professionals, one full-time teacher, professional development, before school and after school funding, teacher mentoring programs, and parent/family involvement.*
3. Include a list of state, LEA, and federal programs that will be included in the schoolwide program
 - a. *PLATO, MAP, DIBELS, Read Well, Corrective Reading, Star Reading and Math, MARS, GEAR UP, Altacare*
4. Describe how the school will provide individual assessment results to parents
 - a. *CRT results are mailed to parents*
 - b. *MAP test results are available in cumulative folders*
5. Provide results from state and local assessments
 - a. If the state has developed or adopted a final assessment system, schoolwide plans must provide for the disaggregation of data on the assessment results of students and the reporting of those data, but only when those data are statistically sound. (It is the responsibility of the state and district, not the school, to seek to produce, in schoolwide programs, statistically sound results through the use of oversampling or other means.)
 - i. *CRT results are used by the District to provide for the disaggregation of the data. ITBS testing had been discontinued by the State for the 2008-2009 school year.*
 - b. If the state does not have a final assessment system, plans must describe the data on the achievement of students in the school and effective instructional and school improvement practices on which the plan is based.

Guidance from the U.S. Department of Education (ED, September, 1997) highlights the following essential elements in schoolwide planning:

- Build on an existing comprehensive plan.
- Include a comprehensive budget.
 - Total budget for Title IA, Title IIA, Title IVA and Title VA for 2009-2010 school year is \$100,599.
- Let the schoolwide plan evolve and grow as changes occur in the school.
- Understand that schools remain eligible for schoolwide programs even if their student population drops below the school's initial poverty threshold.
- Define student expectations according to state and local requirements.