

TUCKER COUNTY SCHOOLS-CNTY WIDE PERSONNL

**084 101 DAVIS THOMAS ELEMENTARY MIDDLE
SCHOOL
PO BOX 250
THOMAS WV 26292**

CorePlan Plan October 09, 2009

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Planning Committee

Name	Title	Representation
A. J. Rapp	Mr.	*Teacher
Amanda Kisamore	Mrs.	*Teacher
Amanda Mowery		*Parent
Amy Goughnour	Mrs.	*Teacher
Anne Gay		
Barbara Quattro	Mrs.	*Service Personnel
Courtney Poling	(Student Council President)	*Student
Daryla Rapp	Principal	*Administration
David Dilly	(Title I Director)	*Title I
Deby Calhoun-Chapman	Assistant Superintendent	*Title II *Title III *Title IV *Technology *Administration
Edie McDowell	Mrs.	*Teacher
Elsbeth DeLeurere	Miss	*Teacher
Gwen Rapp	Mrs.	*Service Personnel
Heather Lantz	Mrs.	*Teacher
Janelle Paul	Mrs.	*Title I *Teacher
Jodi Jones	Mrs.	*Teacher
Kathy King		
Kim McCrum		*Teacher
Lisa Anderson	Mrs.	*Teacher
Robert King	Mr.	*Special Education
Scott Fortney		*Business Community
Shannon McCann		*Teacher
Sherry Beswick	(LSIC Chair)	*Parent
Steve Hull	Mr.	*Teacher
Tammy Hebb	Mrs.	*Teacher
Tina Hull	(Parent rep. to LSIC)	*Parent

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

Revision of the plan always begins with the District Leadership Team. The team reviewed data and determined which of the goals and objectives needed to be revisited. Members of the planning committee are consulted and have opportunities for reviewing goals, and collaborating on each year's revisions. Title I, Special Education and Technology departments serve as advisory committees. At the county and school levels, the focus of this year's plan was to meet the changes in assessment, Response To Intervention and the addition of AARA funding.

The Five Year Strategic Plan for Davis Thomas Elementary Middle School is the result of collaboration between county administration, school administration, school staff, students, LSIC and PTO. The Student Council President is the student body representative, however, if the president is unable to serve the duty falls to the vice president. At the school level, the second step of plan revision falls to the staff and their data analysis. This data analysis is reviewed with and for the auxiliary members of the committee at meetings scheduled to discuss the plan. Staff opportunities for input occurs at the Instructional Intervention Team Meetings which are held daily from 7:45 - 8:15. The IIT daily meeting time is outside of their regular planning period and is scheduled for data analysis, RTI, Student Assistance Team, horizontal team meetings and professional development.

Our half-time Title I / Interventionist and our half-time Title I / Reading Specialist have been instrumental in analyzing and using data to develop our RTI skills groups for reading and math. Additionally, the principal has carved out a 20 minute RTI skills group for the middle school students.

Core Beliefs

1. We believe all individuals can learn and achieve success.
2. We believe all individuals have the right to be provided with a safe, caring and welcoming environment.
3. We believe all individuals have a right to be treated with respect and dignity.
4. We believe it is the responsibility of all stakeholders, including the community, school personnel, parents and the students themselves, to increase student achievement.

Mission Statement

21st Century *Learning For All*

Data Analysis

Data Analysis for the Strategic Plan

Key Outcome Indicators:

Our trend data, benchmarking data and analysis thereof shows that Davis Thomas Elementary Middle School continues to make progress each year with regards to meeting the rigor of No Child Left Behind. The staff is to be recognized by Reading First, October 13, at Morgantown, the outstanding reading scores in grades K-3. This is the result of the classroom teacher's adherence to RF requirements; the Reading Mentors who have done an incredible job and the administrator. However, it is also noted that scores on the WESTEST and WESTESTII have not markedly increased over time. This is validated by the fact that we do not have an increasing number of students performing at the "Distinguished" level.

In addition, students in the special needs subgroup continue to fall behind other students in achieving mastery. Due to the new requirements and new assessment, scores were lower across the board than in previous assessments.

DTEMS met all requirements of OEPA according to the self-reporting checklist. Achievement continues to be a needed focus since it continues to be relatively flat in progress.

Standards based instruction needs to be emphasized more as the new CSO's formally are put into place. The additional rigor of the new WESTEST II will require a concerted effort in this area. We began using the new standards to drive instruction as soon as they came out.

External Trend Data: The economy in Tucker County remains stagnant with few or no new economic development.

The unemployment rate is higher than average at 11-12 percent.

Overall the county continues to lose enrollment, dropping an additional 25 to 30 students system wide this year. This is due in large part to the fact that families leave the area to find work.

As Tucker County Schools was not funded for 21st Century grant monies, we will have a very limited after-school program. There is a great need for our struggling students to be provided with the kinds of interventions that an after-school program could offer.

Student Achievement Data: Davis Thomas Elementary Middle School continues to make AYP each year. However, with the introduction of more rigorous CSO's there is a definite need to increase standards based instruction. Math instruction in particular needs to be a focus of the staff in meeting the demands of the new curriculum. Further, as a county there is an identified need to increase the success of students in the special needs category.

Analysis of Culture, Conditions and Practices: DTEMS is monitored on a regular basis by Title I, Special Education, Reading First and 21st Century Grant personnel. Results of the monitorings are used to monitor and adjust programs as needed in order to assure quality.

Continued diligence on the part of the administrator is required to monitor the implementation of Content Standards and Objectives and that they are used to drive classroom instruction.

DTEMS benefits from Tools For Schools with student desktops, other grants have provided interactive whiteboards and data projectors for every classroom and laptops for every instructor. Through the

oversite of the technology committee, Tucker County has the leading edge not only in hardware but in opportunities for professional development with funding for tech camps from Title II and other grant awards.

DTEMS continues to enjoy good public and parental support. There is in place a strong PTO and an active LSIC. We have good, working relationships with our business partners. The small school atmosphere adds to the feeling of belonging, which the students seem to embrace.

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

OEPA Analysis

The OEPA self analysis indicates that DTEMS meets all requirements pertinent to this school.

Prioritized Strategic Issues

1. Implement a school wide effort to utilize standards based instruction to deliver the curriculum.
2. Strengthen math instruction at all grade levels.
3. Continue reading programs to implement new CSO's.
4. Strengthen special education program to address the deficiencies of the subgroup.

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Considerations from Frameworks Needs Assessment

Professional Learning Communities

- Collaborative/Teacher Leadership is Present

Technology Data Systems

- Student Computers
- Technical Support/Repair
- Bandwidth

Development of Highly Skilled Teachers

- Professional Learning Communities Development
- 21st Century CSO's Learning Skills; Technology Tools
- Assessments *OF* and *FOR* Learning
- Intervention Programs - Tiers 2 and 3
- National Board Certified Teachers

Support for School Improvement

- Extended Day/Year
- Additional Instructional Staff
- Additional Support Staff for Students

Framework for Literacy PreK-12 Core Program (Tier I)

- 21st CSOs, Learning Skills and Technology Tools Standards
- Standards based lesson plans, units of study and project based units of instruction
- Writing strategies explicitly taught in all content areas
- Vocabulary, background knowledge comprehension strategies and increasing fluency focused on 4-6 instruction
- Real world application apparent in all content instruction.
- Lexile and Quantile Measures to differentiate instruction
- Balance of inquiry based investigation, guided practice, independent work, skill review and homework
- Manipulatives and problem solving skills integral to math
- Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning and proof
- Proficiency/ conceptual understanding with fractions (decimals, percents, negative fractions) established prior to Grade 8
- Comprehension strategies before, during & after reading
- Discussion of what has been read (interpret, analyze, synthesize, evaluate, infer)
- Academic vocabulary across content areas
- Text structure to organize material learned

- techSteps (K-8)

Framework for Literacy PreK-12 Intervention Program (Tier II and Tier III)

- Program-specific assessment or other assessments to pinpoint problems and design targeted interventions
- Continuous assessment
- Flexible grouping as appropriate for targeted instruction
- Accelerated learning strategies
- Evidence-based strategies, programs and materials

Framework for Literacy PreK-12 Independent/Extension Program

- Minimum of 25 read books per year by each student
- Development of individualized reading lists through student choice and relevant topics & using Lexile measures
- Time to read during and outside class (SSR/DEAR)
- K-3 Reading Calendar
- Parents Lexile Reading Kit at www.lexile.com
- Students products and/or performance juried by audiences beyond the class

Framework for Literacy PreK-12 Infrastructure

- Minimum 10 days of extended employment to support the core program, intervention program, content area applications and independent/extended learning
- Sustained and job-embedded professional development focused on literacy
- Technology Integration Specialist
- After school, Saturday and summer programs
- Bandwidth to provide high speed Internet access for instruction/learning.
- Hardware to provide all students sufficient access for 21st century learning
- Technology Integration Specialist/coaches

Student achievement in the area of math will increase annually.

1. The percentge of students in the proficient category in math as measured by the WESTEST will increase annually by 5 %. Measure WESTEST Base 56.0 Target 58.8 Monitoring RTI Skill groups, benchmarking data , use of Odyssey, techSteps, Acuity Support Funding sources include Title I, Title II, and Title V

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
September 09-June2010	Standards Based Instruction	Teaching Staff	Coaching
September 09-June 2010	Use of programs for benchmarking and RTI	Teaching Staff	Learning Community; Trainer Led

Teachers will complete WESTESTII data analysis and create cluster and CSO specific skill group for Tiered intervention.

Title I staff and teachers will assign students to skill groups.

Staff will receive training needed to use available computer progarms ,such as Odyssey, for learning pathways and benchmarking.

Parents will be offered workshop opportunities for standards based mathematics.

Core Plan Title I Technology Parental Involvement