

TUCKER COUNTY SCHOOLS-CNTY WIDE PERSONNL

**084 101 DAVIS THOMAS ELEMENTARY MIDDLE
SCHOOL
100 QUAIL RIDGE RD
PO BOX 250
THOMAS WV 26292**

CorePlan Plan

Plan submitted: November 14, 2012

Davis Thomas Elementary Middle School is located in the beautiful mountains of Tucker County, West Virginia. DTEMS is characterized by its warm, friendly, student-centered environment and caring staff. We are recognized for our high level student engagement in the classrooms.

DTEMS partners with several local businesses such as Blackwater Falls State Park, Canaan Valley State Park, Mountaintop Public Library, Honey Rubenstein Center, Canaan Valley Women's Club, Thomas/Davis Lions Club, and Cortland Acres Nursing Home. The school enjoys a partnership with *Foster Grandparents* and currently has two Foster Grandma's in our primary grades.

DTEMS has active LSIC and PTO organizations which meet regularly. Due to their involvement, our school has benefited through the following: school field trips, computer lab update, playground equipment, teaching supplies, FM sound systems (for our hearing impaired), new sound system for the gym, archery equipment, storage building, and various other items.

Our students can participate in Student Council, closed-circuit television news, Girls on the Run, Girl Scouts, Boy Scouts, local 4-H club, boy and girl school basketball teams, consolidated football team (with Tucker Valley School), cheerleading, the annual third grade play, local art shows through the Tucker County Art Council, numerous environmental field trips and activities in conjunction with the Canaan Valley Wildlife Refuge. Our school also participates in band performances at Tucker County High School and presents concerts for local community members during Christmas and Veterans' Day.

Students can also be recognized for superior achievement in social studies fairs, Young Writers', Spelling Bee, Math Field Day, science fair, library book projects, honor roll, and principal's list.

DTEMS fosters good character traits through the Golden Bear , student recognition and award system which recognizes not just academics but moral and character development as well. Every time a student earns a Golden Bear certificarte his/her name is entered into a drawing for a gift card, one each for middle and elementary students, which is sponsored by the TCES.

NCLB Standards Achievement

2001-2011 Tygart Valley Soil Conservation Award, District Winner

2010 State Recognition-Staff Participation in excess of 600 hours Professional Development

2010 Local School improvement Council and PTO collaboration on purchase of a new 26 computer mobile lab

2011 Community Partner Canaan Valley Women's Club donates \$2,000 for new computer lab headphones and laptop

Planning Committee

Name	Title	Representation
	LSIC Chair	*Teacher *Parent *Student *Student
A. J. Rapp	Mr.	*Teacher
Alicia Lambert		*Teacher
Amy Goughnour	Mrs.	*Teacher
Andrew Howard		*Teacher
Colleen Dykstra		*Special Education *Teacher
Cynthia Shaffer	(Parent rep. to LSIC)	*Parent
Daryla Rapp	Principal	*Administration
Diana Smith, Dr.	Title I and Special Ed Director	*Title I *Special Education *Administration
Eddie Campbell, Dr., Superintendent		
Edie McDowell	Mrs.	*Teacher
Elsbeth DeLeurere	Miss	*Teacher
Gwen Rapp	Mrs.	*Service Personnel
Heather Lantz	Mrs.	*Teacher
Heidi Hamric	TIS	*Technology
Jill Evick		*Title I
Jodi Jones	Mrs.	*Teacher
Jonathan Hicks, Director of Support Services		*Technology
Kathy King		*Teacher
Lisa Anderson	Mrs.	*Teacher
Megan Helmick		*Teacher
Rachel Landes		*Title I *Teacher
Rita Fortney	Parent Rep from LSIC	*Business Community *Parent
Robert King	Mr.	*Special Education
Ronda Adkins, School Counselor		
Shannon McCann		*Teacher
Steve Hull	Mr.	*Teacher
Tammy Hebb	Mrs.	*Teacher
Todd Romero		*Technology

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 comprised of the superintendent, assistant superintendent, and special programs director and county principals and assistants. The team reviewed data and determined which of the goals and objectives needed to be revisited. Members of the planning committee hold meetings 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. At the school level, the first step of strategic plan revision begins with the staff and their data analysis of WESTEST2 results. Our half-time math interventionist, half-time Title I/ Reading Specialist, as well as the administrator, have been instrumental in facilitating the analysis of various assessment data and developing skill groups for reading and math. For the past two years the principal has carved out a twenty minute block in the schedule for middle school math skills group as math is one of our target goals. Staff have participated in intensive Odyssey training to create individualized learning pathways for our students in order address other strategic plan goals.

The data analysis is reviewed with and for the auxillary members of the committee at meetings scheduled to discuss the plan. Staff opportunities for input occurs at the Instructional Intervention Team Meetings (IIT) which are held daily from 7:40 - 8:00. The IIT daily meeting time is outside of their regular planning period and is scheduled for data analysis, SPL, Student Assistance Team, horizontal team meetings and professional development. The membership of the LSIC provides other stakeholders who are given the opportunity for updating and revising the plan through meetings with administration.

Core Beliefs

1. We believe all individuals can learn and achieve success.
2. We believe all individuals have the right to a safe, caring, 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

It's About Learning

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. Our school has made AYP each year since the state began using WESTEST 2 as our academic accountability measure. The staff has been recognized by Reading First for 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, as well as the administrator's role. However, it is also noted that scores on the WESTEST and WESTEST2 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.

External Trend Data:

Overview: 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. Currently 66% of our students are eligible for free or reduced meal costs even though many homes have two parents working full time.

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. Additionally, after school programming would benefit those students who are unsupervised when they arrive at home due to parents who are still at work. Community sports and church activities are a focus of our school families.

Tucker County has received \$250,000 for salaries, district administration, school administration, and teachers are in the process of reviewing the Achieve 21 Program for after-school and Tier intervention.

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.

Specifically, we find in grades three -seven that the measurement cluster was an identified need at each of those grade levels. Additionally, data analysis revealed that the algebra cluster was the second highest need.

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 dilligence on the part of the administator is required to monitor the implementation of Content Standards and Ojectives and that they are used to drive classroom instruction. Classroom walkthroughs, lesson plan monitoring, instructional team meetings, data analysis, etc. indicate students are receiving instruction in a content standards curriculum.

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 opportuniites 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 petainent 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.

Student achievement in the area of math will increase annually.

1. The percentage 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

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 programs ,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

<u>Beginning Date</u>	<u>Ending Date</u>	<u>Other Date</u>	<u>Related Goal(s)</u>	<u>Topic</u>	<u>Audience</u>	<u>Mode</u>	<u>Funding Source(s)</u>	<u>Local Use</u>
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