

TUCKER COUNTY SCHOOLS-CNTY WIDE PERSONNL

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

Title Plan

Plan submitted: October 15, 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 certificate 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 *Title I
A. J. Rapp	Mr.	*Teacher
Alicia Lambert		*Teacher
Amy Goughnour	Mrs.	*Teacher
Andrew Howard		*Teacher
Becky Moore		*Technology
Colleen Dykstra		*Special Education *Teacher
Cynthia Shaffer	(Parent rep. to LSIC)	*Parent
Daryla Rapp	Principal	*Administration
Eddie Campbell	Dr.	
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
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
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 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. 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 oversight 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 pertaining 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

Students will be provided opportunities and taught the skills necessary to use the county's technology infrastructure to enhance learning, increase productivity and promote creative learning. At each grade level through the eighth grade, students will have accumulated the required amount of points through Tech Steps to be considered technologically literate.

Objective:

To ensure that the school has an adequate infrastructure to provide for 21st century instruction and assessment

School Year	Student to computer ratio (Windows XP and above)	State Target Elementary (K-5) – 3:1 Secondary (6-12) - 2:1 Long term target: 1:1
2009-2010	2.8:1	2:1
2010-2011		
2011-2012		
2012-2013		

As measured by:

2008 Student to Computer Ratio(based on XP and above and 10/09 survey)

<http://wvde.state.wv.us/technology/techplan/index.php>

Student to Computer Ratio Reports

<http://wvde.state.wv.us/technology/techplan/index.php>

Example K-5 objective

Objective:

To ensure that all students are technology literate in Davis Thomas Elementary School

School Year	YTD Average Projects K	YTD Average Projects 1 st	YTD Average Projects 2 nd	YTD Average Projects 3 rd	YTD Average Projects 4 th	YTD Average Projects 5 th	YTD Average Projects 6 th	YTD Average Projects 7 th	YTD Average Projects 8 th
2008-2009	Actual:0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6	Actual: :0.0 Target: 6
2009-2010	Actual: 2.0 Target: 6	Actual: 2.0 Target: 6	Actual:1.80 Target: 6	Actual:1.86 Target: 6	Actual:1.78 Target: 6	Actual:0.00 Target: 6	Actual: 1.00 Target: 6	Actual:1.30 Target: 6	Actual: 1.50 Target: 6
2010-2011	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6				
2011-2012	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6
2012-2013	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6	Actual: Target: 6

Actual numbers of projects may be found by logging into <http://www.techSteps.com>

2009-2010 report below

School Name	Grade	Number of Students	YTD Projects Assessed	YTD AVG Projects per Student	Standard Deviation (Pop)	AVG Profile Attainment Points
DAVIS THOMAS ELEMENTARY MIDDLE SCHOOL	K	25	50	2.00	0.28	NA
	1	26	52	2.00	0.00	NA
	2	20	36	1.80	0.60	NA
	3	14	26	1.86	0.52	37.71
	4	27	48	1.78	0.63	39.56

5	15	0	0.00	0.00	0.00
6	17	17	1.00	0.00	20.65
7	20	26	1.30	0.64	36.90
8	26	39	1.50	0.69	33.81

TECH/06:

Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.

2008-2009

- * Implement use of EdLine to communicate grades and assignments to students and parents.
- * Communicate with parents and students through the county and school websites.
- * Communicate with parents and students through the software SchoolMessenger (texts, cell phones, email, land lines, for school alerts and closings).

2009-2010

- * Continue use of EdLine to communicate grades and assignments to parents and students.
- * Continue using the county and school websites to communicate pertinent information to parents and community.
- * Continue using the local media to communicate information relative to parents and community.

Title I Technology

The school will implement the Title I programmatic requirements as defined by NCLB

- 1.1 To ...
- 1.2 To ...
- 1.3 To ...

Provide parent involvement activities focused on standards based math
Title I

Provide training to staff members in strategies for working with parents
Title I Technology

<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>
-----------------------	--------------------	-------------------	------------------------	--------------	-----------------	-------------	--------------------------	------------------

Title I Schoolwide

1a. Provide instruction by highly qualified teachers

List the name, job assignment {including grade level and subject(s)}, and certification/qualifications for

- all

teachers and paraprofessionals/aides in the school.

Name of teacher or paraprofessional	Assignment	Certification/Qualifications
Kathy DiBacco	Nurse	School Nurse
Rachel Landes	6-8 RLA; Title I grades 1-8	Multi-Subject K-8, Reading Specialist (Highly Qualified)
Heather Lantz	Gen. Music, Band/Chorus	Music K-12 (Highly Qualified)
Linda Nelson	Paraprofessional	Kindergarten Aide, Paraprofessional (Highly Qualified)
Jodie Jones	PreSchool/Special Needs	Pre-Sch Spec Needs PreK-K, Elem Ed 1-6, Early Ed N-K (Highly Qualified)
Lisa Anderson	First Grade	Elem Ed 1-6, Early Ed N-K, Remedial Reading K-12 (Highly Qualified)
Steve Hull	Social Studies 4, PE K-5, Spanish Facilitator 7-8	Social Studies 7, Elem Ed 1-6, General Science 4-8 (Highly Qualified)
Ronda Adkins	Guidance Counselor	Multi-Subject K-8, Counselor K-12 (Highly Qualified)
Tammy Hebb	Second Grade	Elem Ed 1-6 (Highly Qualified)
Kathy King	Third Grade	Multi Subject K-8, Spec Lrng Disab K-12. BD Excluding Aut K-12 (Highly Qualified)
Trina Carr	Paraprofessional	Aide, Paraprofessional (Highly Qualified)
Eileen Poling	Gifted Instruction	Early Childhood, Elem Ed 1-8, Gifted K-8, English 7-8 (Highly Qualified)
Andrew Howard	PE/Health 6-8	Phys Ed Health
Eda McDowell	Kindergarten	Elem Ed 1-6, Early Childhood N-K (Highly Qualified)
Gwen Rapp	PreSchool/Special Needs	Aide, Paraprofessional (Highly Qualified)
A.J. Rapp	Science 5-8	Multi-Subject K-8 (Highly Qualified)
Alicia Lambert	Fourth Grade, Reading 5	K-6 Elementary Multi-Subject, Pre-K Early Childhood (Highly Qualified)
Megan Helmick	Social Studies 5-8	Multi Subject K-6, Social Studies 5-8 (Highly Qualified)
Shannon McCann	Math 5-8, Algebra, Title I 1-8 Intervention	Math 5-9, Science 5-9 (Highly Qualified Math)
Amy Goughnour	K -8 Art	Art Education K- 12 (Highly Qualified)
Robert King	Special Education K-8	BD/Autism K-12, MI/Mild-Moderate K-12, Specified Learning Disabilities K-12 (HOUSSE certified) (Highly Qualified)
Elsbeth DeLeurere	English 5-8, Library K-8	PK-Adut Library Media, 5-12 English (Highly Qualified)
Jeannette Paugh	Speech Therapist	Speech (Highly Qualified)
Daryla Rapp	Principal	Elementary Ed 1-8, ECE, Principal, Superintendent, Supervisor of General Inst PK-AD (Highly Qualified)

1b. Highly Qualified Teachers: Describe the strategies utilized by the school to attract and retain highly qualified teachers.

Explain

- how

the school will ensure highly qualified professional staff are employed in a manner that best enhances the schoolwide plan. What is the principal's involvement in the hiring process?

Describe the strategies utilized by the school to attract and retain highly qualified teachers (e.g., hiring incentives, collaborative teams, mentoring program etc.)

We rely on the LEA to assure that all teachers are HQ. Strategies used to retain our HQ staff include:

- Support provided through varied and specific PD opportunities
- Encourage/Empower through involvement in decision making
- Inform staff of tuition reimbursement (Title I set aside) for staff teaching core subjects
- Guidance provided by central office and school administrators, peer interaction
- Recognize excellence

2. Staff utilization: List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization

Rachel Landes	Half-time Title I and Half-time Reading teacher	She works with students on strategies that enhance learning, specifically reading. She is a teacher leader for our work on assessment for learning and SPL. She analyzes data and facilitates benchmark assessments to restructure skill groups. She primarily works with students in small group settings.
Jill Evick	Half-time math interventionist	She works with students on strategies that enhance learning, specifically math. She is a teacher -leader for our work on assessment for learning and SPL. She analyzes data and facilitates benchmark assessments to restructure skill groups. She primarily works with students in small group settings.

3. Program Overview: Provide a description of how the school will implement a program that addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards. Include plans for extended time.

Davis Thomas Elementary Middle School is a PK - 8 school located in the mountains of northern West Virginia in Thomas. There has been a decreasing trend in enrollment due to a lack of employment opportunities however our enrollment is at 204 but down from 239 enrolled three years ago.

Our subgroup accountability for NCLB is Low SES with 63% of our students eligible for free or reduced meals. DTEMS has met AYP for the past three years. Serving our students are 14 professional staff, 3 aides; and 5 support staff, and the Principal.

DTEMS is a Schoolwide Title I school. Our school has been recognized many years as a Title I School of Distinction. I have been informed by my Superintendent that we did not make it this year. As a school wide program, all students may be served in any capacity. However, identifiers for services include: analysis from WESTESTII data; SES - students at risk; teacher/administrator/guidance counselor referrals; parental request; or SAT referrals. The mode by which a student receives services is based upon the needs of the student. Students receive services in collaborative, inclusive, co-teaching models and pull-out models. The groupings are fluid and are based upon the needs of the students.

DTEMS was a Reading First school. Reading First is a federally funded program under No Child Left Behind to improve reading instruction and ensure that students are reading on grade level by the end of grade three. It provides a comprehensive approach to reading instruction that will require all educators to effectively provide reading instruction based on scientifically based reading research. Key elements to support the program were; Assessment, Instructional Strategies and Programs, Professional Development and Leadership. We have replaced DIBELS assessment with STAR Reader and STAR Math for benchmarking.

DTEMS students receive extended instruction opportunities through the following strategies/activities: Response To Intervention- tiered interventions; Assessment for Learning; parent/school partnership workshops/trainings; Energy Express summer learning initiative and Reading First summer learning initiative, as well as Reading First after school program. We are fortunate to have a Local School Improvement Council that is active in bringing enrichment programs such as multicultural, musical and theatrical presentations to our students and involved in school safety concerns. Last year the LSIC wrote a grant to upgrade our computer lab with a restructuring of the space and purchasing new computers. A community based learning initiative, Fifth Grade Connections, is grounded in research that indicates when children of this age develop a sense of awareness for their surroundings, they build relationships that help them discover who they are, where they are and how they fit into our complex society while raising their overall enthusiasm for learning. The program is aimed at helping children transition from our primary grades into our middle school. Grants also provide our students with creative and performing art opportunities. Further, Voices From the Earth, Inc. is an interdisciplinary company of teaching and performing artists dedicated to serving our community. They use their skills to inspire life long learning. Familiar with the uses of teaching to multiple intelligences and incorporating multi-cultural awareness, they aspire to bring the world closer together through the arts. Currently we have a ten week program focusing on oral history collection, listening and writing skills, culminating in the Old Time Radio Show performance. Writing challenges students to think about print, to express them, communicate ideas and gain knowledge. We have a variety of service delivery systems and are fortunate to have partners within the community for enhanced learning opportunities; one of the four pillars of 21st Century Schools high yield practices.

We have a school wide Title I program with teachers working collaboratively in the classrooms most of the time. There are few times students are pulled from the regular classroom. Students may receive special focus based on:

- SES - students at risk
- STAR Reader and STAR Math results
- 6 Traits of Writing
- test data/analysis Westest
- teacher/staff referrals
- parent request
- special ed referral
- S.A.T. Team referral

The evaluation for Title I intervention as a learning strategy for all students is done on a continual and changing basis. Students identified for limited remediation on a specific skill may be recommended for services until CSO mastery is attained or an increasing competence trend has been established.

4. Transition Plan: If applicable based on the school's grade configuration, describe the assistance provided for preschool children in the transition from the WV Pre K - System to elementary school programs.

DTEMS complies with the standards for transitional interventions outlined in the Tucker County Universal PreK Transitional Plan. Kindergarten teachers and preschool teachers collaborate in the following ways. Typically in January, a Kindergarten Registration is held. Those students already in preschool are automatically registered but they meet their teachers and go through the screening. Records are copied from the screening and given to the preschool teacher. Approximately in April or May the Kindergarten Screening is held. Results of the kindergarten screening, diagnostic in nature, are reviewed collaboratively to see if other services are needed. Kindergarten staff plans an Open House in June, a day where students entering kindergarten visit their room, tour the school and learn about the facility. Parents are provided with much information about their child's upcoming year in kindergarten. Kindergarteners begin school one week later than other students in order for staff to complete home visits. Additionally, there are specified days in which Preschool staff meet with the receiving kindergarten staff and support staff to review IEP's. A kindergarten representative is included in the bi-monthly Birth Through Five meetings. Preschool Children transition smoothly from PreK to Kindergarten. Children are oriented with the school facilities and other staff members in the school. Preschool children are familiar with school procedures and environment. As our Preschool is in our building, the children play on the playground, go to the cafeteria, attend programs and are generally assimilated into our school culture.

5. Parent Involvement:

Student Agenda use	Daily		
Student Handbook - published in agenda	Annually		
Mid Term Progress Reports	Quarterly		
Read At Home Strategies and Bingo for Books	3 times a year		
Parent Information Fair	back to school information including distribution of handbooks, schedules, Title I Compact, technology use, etc.	DTEMS Staff Title I Staff	Annually
Beginning Adult Reading Classes	needs based	DTEMS Staff Title I Staff	Weekly
Parent Workshops	peer pressure, bullying, computer literacy, using edline, using school messenger	DTEMS counselor DTEMS staff	Monthly
Parent Teacher Conferences	providing student assistance	DTEMS Staff	Quarterly
Other Activities and Correspondence for Parent Involvement			
Activity or Correspondence		Frequency	
DTEMS Newsletters		Monthly	
Parent Handbook		updated and presented annually	
DTEMS website		updated weekly	
Parent Right To Know - published in agenda		Annually	
School Programs, field trips			

DTEMS offers parent trainings and involvement opportunities at varied times in order to reach more parents: some are held throughout the school day and some are in the evenings. Anything that involves parents at the county level or at the school level is considered as Title I parent involvement. Other than the above listed events, we have preschool and kindergarten home visitation and an open house prior to students' first day. We hold an Back To School Information Fair day prior to the beginning of school for grades 1-8. There is an annual third grade play; band concerts; parents can help plan, fund raise and chaperone field trips. Parent conferences; staff newsletters are further means of parent involvement; availability for conferences; staff make phone calls about academics and behavior; staff record notes in student agendas about behavior and academics; staff notify parents at mid-term of students' poor performance; parents participate in SAT meetings and IEP meetings. Our parents have the opportunity to be involved with sports and clubs such as band boosters. Parents come to our classrooms to volunteer and we have three Foster Grandparents in our primary grades. Parents receive a copy of lunch detention slips in the mail and can meet with the principal or teacher; students who frequently come without work are asked to call home immediately to inform parents and thus creating an opportunity for dialogue between parent-student-teacher. County initiatives, fairs and programs are yet another venue for parent involvement.

6a. Parent Involvement Policy: Enter the school's parent involvement policy that includes the required components from NCLB §1118(b)(1) and §1118(c)(1-5). The WVDE Title I template is initially provided but must be customized for your school.

* * * *

Tucker County Schools Local Educational Agency Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]*

The Tucker County School district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

 - (A) that parents play an integral role in assisting their child's learning;*
 - (B) that parents are encouraged to be actively involved in their child's education at school;*
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Tucker County Board of Education Policy 2008 Parent/Volunteer Involvement Policy

It is the belief of this board that all parents and volunteers are able to provide assistance to professional educators in meeting needs of students. A person desiring to serve as a volunteer shall contact the principal in charge of the building wherein he/she wishes to serve as a volunteer. The principal shall be responsible for screening applicants, making assignments and supervising their activities. The principal has at his/her discretion the right to discontinue the service of a volunteer. All volunteers must agree in writing to adhere to the Tucker County Employee Code of Conduct and the Acceptable Use of Technology Policy.

All volunteers shall not be used to supplant the work of and to assume duties, prescribed in statute, that are to be performed by Board service personnel and/or other professional employees.

All volunteers who volunteer in the school six (6) or more hours per week must have volunteer training class, a chest x-ray or fine test and pass the CIB check (State & FBI) before working with students.

Goals of the Tucker County Parent Involvement Program are:

- 1) Increased awareness and understanding of school/county goals, programs, policies;
- 2) Increased involvement in education decision making;
- 3) Increased support for schools;

- 4) Improved student achievement;
 - 5) Improved staff morale;
 - 6) Improved home-school community relations;
- Improved sense of cooperative responsibility for the success of educational programs.

This policy was reviewed by Title I staff and parents and found that no changes were recommended by the stakeholders. meeting date-June 2012

1. The Tucker County School district will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

*The Strategic Plan, including Title I, will be annually updated in consultation with the LEA and county administration, school staff, parents and community stakeholders from the LSIC and student representatives.

2. The Tucker County Schools district will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

*DTEMS will provide parental notification of the school's AYP prior to August 23.

*DTEMS will provide parents a copy of the school parent involvement plan and school compact at Back To School Day. Parents will be asked to sign documentation that they had an opportunity for input at that time.

*DTEMS will implement the Tucker County Board of Education Policy 2008, Parent/Volunteer Involvement.

3. The Tucker County School district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

*DTEMS Title I provides adult beginning reading classes.

*DTEMS surveys parents for the kind of parent involvement sessions that they would like have.

*DTEMS Title I provides funding for resources for parent involvement activities.

*Title I purchases books for the annual Bingo For Books activity taht encourages student reding and adult interaction.

* Administration allots time for Title I to meet with parents at Back To School sessions.

4. The Tucker County School district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

5. The Tucker County Schools district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

An annual meeting to be held in May at DTEMS with Title I staff, principal, county director and parents. A parent survey relating to types and times of parental involvement opportunities offered at the school will be held. Information from the meeting is used to assist in developing a plan designed to meet current school goals in the areas of reading and math as well as needs identified by parents.

1. The Tucker County School district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
- how to monitor their child's progress, and
 - how to work with educators:

List activities, workshops

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

*DTEMS Title I staff provides EdLine training.

*DTEMS Title I has held informational sessions on how to help children with math and provided a flip chart with basic math skills.

*Parents have attended reading picnics and observed read alouds.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*Frequent school to home contact.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*DTEMS staff regularly sends home class newsletters with upcoming academics; they post academics on EdLine; the school sends home a monthly list of events, parental tips and the menu; the school posts events on its website as well as the county website and the school system utilizes school messenger.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENT

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation

- and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
 - adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART IV. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by participation in annual meeting.

This policy was adopted by the Davis Thomas Elementary on 09/23/12 and will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before first quarter of 2010-2011 school year

Daryla Rapp
 (Signature of Authorized Official)
09/23/12
 (Date)

6b. School-Parent-Compact: Enter the school's School/Parent Compact that includes the required components from NCLB §1118. The WVDE Title I School-Parent Compact is initially provided but must be customized for your school.

School-Parent Compact

This school-parent compact is in effect during school year 2012-2013.

The *Davis Thomas elementary Middle School* and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.
 School Responsibilities

The *Davis Thomas elementary Middle School* will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide research based content area curriculum in which the WV Content Standards drive the curriculum.
- Analysis of standard mandated assessments provide accurate data for use in Academic Enrichment for standards in both large and small group settings.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

- November 5th- 4:00- 6:00 pm
- April 5 th - 4:00 - 6:00pm

Provide parents with frequent reports on their children's progress.

- WESTEST reports will be sent home in September
- Quarterly report cards will be sent home in October, January, March & June.
- Other test scores such as STAR Reader & Star Math will be available upon request.

Provide parents reasonable access to staff

- DTEMS staff is available for scheduled conferences during planning periods and after school.
- Parent Information fairs and Parent-Teacher Conferences.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents are encouraged to read to students, listen to students read, share care experiences, help with field trips, help with class activities and school parties.
- *Parents will be able to attend parent teacher conference twice throughout the year: 11/1/11 and 4/5/12.
- *Parents are notified of all school activities, organizational meetings, sports, band events and encouraged to attend.
- *Teachers contact parents annually to be classroom helpers.
- *The PTO also encourages parent volunteers.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Additional Required School Responsibilities

The Davis Thomas Elementary Middle School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by

a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Tucker Valley Elementary Middle School will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
- Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Date
Parent(s)	Date
Student	Date

7. Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.

Read Aloud	Staff, Title I staff	05/2012
Parent Website workshop	TIS, Title I	11/2011
Bingo for Books & read at home strategies	Title I staff, RMT	annual
Alphabet Workshop for PreSchool	Title I staff	4/2012
Beginning Adult Reading classes	Title I staff	Wednesdays 3:30-4:30
Understanding Your Child's Assessment Results	Title I , staff	11/1/11
Everyday Math	Title I staff	4/5/12

8. Describe how the school coordinates and integrates federal, state and local services and programs with the school's Title I program.

DTEMS, in collaboration with other agencies, coordinates and integrates the school's Title I program in a number of ways that include:

- Planning meetings are held with our community and community agencies including other Title programs, day care providers, Family Resource Network, 21st Century staff, Canaan Valley Institute, Safe and Drug Free School programs, local health agencies, RESA, etc.
- The above agencies assist in targeting and coordinating necessary services for students with special immediate or long-term needs
- Title One also Coordinates their efforts with Reading First programs
- S.A.T. teams and the use of RTI has allowed students to receive targeted support by Title one teachers
- Students participate in a variety of activities that are planned and implemented by the various groups mentioned above

9. Describe the procedures the school utilizes to include teachers in the decisions regarding the use of academic assessments (both summative and formative) to improve the overall instructional program and ensure effective timely assistance to students experiencing academic difficulties.

DTEMS teachers are actively involved in the decision-making process that results in the school's action plan. The plan is developed, implemented, evaluated and then updated as necessary by the school leadership team, Title I staff and other teachers participate in:

- Analyzing and assessing testing results including but not limited to the following resources
WESTEST
Star Reader and Star Math, Reading First
6 Traits of Writing
Odyssey Learning
accelerated math
NAEP
ACT EXPLORE
- Teachers identify weaknesses and set goals utilizing S.A.T. teams for students continually throughout the school year
- Teachers participate in skills grouping learning activities
- Teachers develop and implement prescriptive intervention plans as needed for individual students using RTI
- Teachers have numerous and varied opportunities for professional development including book studies professional workshops and opportunities to participate in out of state conferences
- Teachers maintain communication with peers, administrators at the school and county level and have access to participate county level decision making

10. Describe how the school annually evaluates the implementation of and the results achieved by the school wide program using the State assessment and other indicators to revise the plan to ensure continuous improvement.

DTEMS evaluation of the implementation of and the results achieved by the school wide program include the following:

- Annual review of school plan by LSIC, Leadership Team, teacher committees and individuals
- Analysis of student achievement (WESTEST, Star Reader, STAR Math, Odyssey Learning, accelerated math and reading programs, NAEP, ACT EXPLORE)
- Review of annual school report card
- Review of teacher/student/parent surveys

Completion of a Comprehensive Needs Assessment identifying strengths and weaknesses

11. Professional Development: Describe how the school provides sustained, ongoing professional development for teachers, principals, and other pertinent school staff. (e.g., professional learning communities, collaborative planning, coaching). The description should indicate how often these activities occur and how the outcomes of the activities are monitored and evaluated for effectiveness.

Describe how the school trains teachers to work with parents.

DTEMS works with Tucker County Schools to provide training for teachers to work with parents. Several teachers have been trained through the National Network of Partnership School through Johns Hopkins University to work with our parents. Our Title I staff also works closely with our community FRN and our 21st Century staff to provide workshops and assistance to parents to understand our focus on content standards and objectives, standards-based units and Instructional Guides.

DTEMS follows the lead of the Tucker County Schools in recognizing the vital link between ongoing, high-quality and scientifically-research based professional development and school effectiveness. County goals focus on objectives that can be used to design rich, standards-focused learning experiences for students as opposed to teaching objectives in isolation. As a result of this system wide belief of standards based instruction considerable resources are directed to supporting many professional development opportunities available to all faculty and staff.

Through the braiding and blending of funds and programs our county administrators have empowered our staff to pursue varied and pertinent PD opportunities on a regular, if not daily, basis. After attending professional development workshops, conferences, classes, etc. teachers may share information through team meetings, classroom implementation of ideas, in-house workshops, parent training sessions, and presentations to school or county personnel (e.g. TCBOE). The effectiveness of professional development opportunities can be monitored and evaluated through surveys and evaluations. It can also be done by teacher and staff observations (via evaluation, walkthroughs, one-on-one meetings, etc.) to determine whether new techniques, ideas, strategies, etc. are being implemented in the classroom.

DTEMS staff have collaborative Instructional Team meeting daily from 7:45-8:15. The administrator has set an agenda for each day of the week. Examples are Monday is the staff technology day whereby they can take care of Grade Quick, EdLine postings; research, meet with the TIS and plan lessons. Tuesdays are SAT meeting days. Other days are taken up with Strategic Plan and Title I discussions.