

Oregon Department of Education

# Schoolwide Program Written Plan Template

February 2014

## Crestview Heights School



# Oregon Title I-A Schoolwide Program Plan

Date when Plan will be Implemented \_\_\_\_\_ Plan Status: New \_\_\_\_\_ Ongoing Plan  X

Date Revised \_\_\_\_\_

<b>School District Name:</b>	Lincoln County School District	
<b>School Name:</b>	Crestview Heights School	
<b>School Address:</b>	2750 Crestline Drive, Waldport, OR 97394	
<b>Building Principal:</b>	Kelly Beaudry	
<b>E-mail Address:</b>	kelly.beaudry@lincoln.k12.or.us	
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<b>Superintendent:</b>	Tom Rinearson	
<b>Phone:</b>	541.265.4401	<b>FAX:</b> 541.574.7620
<b>E-Mail Address:</b>	tom.rinearson@lincoln.k12.or.us	
<b>Address:</b>	459 SW Coast Hwy., Newport, OR 97365	
<b>School Enrollment:</b>	378	
<b>Grade Levels:</b>	K - 8	
<b>Free/Reduced Lunch %</b>	75%	

# Oregon Title I-A Schoolwide Program Plan Assurances

## The Written Plan: General Requirements

The Title I-A Schoolwide Program option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Once the school has completed the written plan, the following actions will occur:

1. The LEA will review the Schoolwide Program Plan using the Schoolwide Scoring Guide, to determine whether the submitted plan addresses all applicable Title I-A rules and regulations.
2. The District Review Team will complete the Schoolwide Scoring Guide, making recommendations for strengthening the plan and addressing legal requirements.
3. The Schoolwide Plan and the completed district Scoring Guide must be submitted to the Oregon Department of Education. ODE reviews the submitted plan and Scoring Guide confirming that all legal requirements have been met and offers suggestions for how to improve the Schoolwide Program Plan, if necessary.
4. ODE will provide written feedback to the district and the district will work with the school to make any additional revisions to the Schoolwide Program Plan. The district must approve each Schoolwide Program Plan before the program may be implemented.

The names below certify this Schoolwide Program Plan has been reviewed using the Schoolwide Scoring Guide, and that the plan meets the criteria in each component of the Schoolwide Program Plan.

\_\_\_\_\_

District Contact Name and Title

\_\_\_\_\_

Signature

***(List the names and titles and signatures of the District Review Team Members who reviewed the Schoolwide Program Plan.)***

_____	_____
<i>Name &amp; Title</i>	<i>Signature</i>
_____	_____
<i>Name &amp; Title</i>	<i>Signature</i>
_____	_____
<i>Name &amp; Title</i>	<i>Signature</i>
<b>Date of District Review:</b> - _____	

# Schoolwide Program Written Plan

## Directions:

The Written Plan is designed around the Ten Comprehensive Components of the Schoolwide Plan. Use the template by typing in the boxes and/or by typing the answers to the questions in the space after the question. More space may be added as needed. The order may be slightly different or combined as determined appropriate.

## Planning

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

### A. Planning Team

1. **Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant and not serving on more than one role.)**

Parents:	Jiah Quayle Kerry Carlin-Morgan Tammy Lamirand
Licensed Staff: <i>(include position)</i>	Ingrid Olson, Grade 1
Classified Staff: <i>(include position)</i>	Cheryl Erickson, SpEd Aide Melaia Kilduff, Family and community liaison
Administrators: <i>(include position)</i>	Kelly Beaudry, Principal, Crestview Heights School
District Staff:	Libba Sager, Federal Grants administrator
Title I-A Staff:	Karen Backman, Title 1 coordinator
Others (Optional): <i>(students, community members, etc.)</i>	

## B. Schoolwide Planning Summary

1. Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		Planning Team	All staff	Parents
09-24-13	New evaluation system and teacher self-reflection		X	
10-01-13	Setting Student Learning Objectives Basic Requirements and Data		X	
10-08-13	Writing SLO's and Professional Goals		X	
10-10-13	Ocean Literacy Teacher Inservice		X	
10-15-13	Collaborative Teams: Establishing effective teams		X	
10-18-13	Title 1 Annual Meeting Parent Involvement policies Title 1 services Parent Leadership opportunities	Title Coordinator		X
10-22-13	Math/Content Teams Math Facts training K-6		X	
10-28-13	Site Council Review School Improvement Plan	X		X
10-29-13	Business/Sharing TAG training		X	
11-05-13	Math/Content Teams		X	
11-12-13	Business/Sharing Conferences		X	
11-19-13	Collaborative Teams		X	
11-25-13	Site Council Family Literacy Night/Assessment Schedule	X		X
12-03-13	Math/Content Teams		X	
12-06-13	School Improvement Day 5 Steps Math Facts PD (Snow Day)	X	X	
12-10-13	Business/Sharing		X	

	Positive Action/SST/Media Policies Learning walks and Walkthroughs			
12-17-13	Collaborative Teams		X	
01-07-14	Math/Content Teams		X	
01-14-14	Business/Sharing Report Card Calibration		X	
01-21-14	Collaborative Teams		X	
01-27-14	Site Council Mid-year Data review	X		X
01-28-14	K-12 Staff Meeting Overview of Spring K-12 planning	X	X	
02-04-14	Math/Content Teams		X	
02-11-14	Business/Sharing School Improvement Plan review		X	
02-18-14	Collaborative Teams		X	
02-24-14	Site Council SWP/Budget/Staffing	X		X
02-25-14	K-12 planning/Danielson Calibration	X	X	
03-04-14	Math/Content Teams		X	
03-11-14	Business/Sharing TBA			
03-18-14	Collaborative Teams		X	
04-01-14	Math/Content Teams		X	
04-08-14	Business/Sharing TBA		X	
04-22-14	K-12 planning/Danielson Calibration	X	X	
04-28-14	Site Council Proposed Schedule/Staffing for 2014	X		X
04-29-14	Collaborative Teams		X	
05-6-14	Math/Content Teams		X	
05-13-14	Business/Sharing TBA		X	
05-16-14	School Improvement Day	X	X	
05-20-14	Collaborative Teams		X	
05-27-14	K-12 planning/Danielson Calibration	X	X	
06-03-14	TBA/End of Year Wrap-up		X	
06-09-14	Site Council End-Year Data Review and planning			
06-10-14	TBA/End of Year Wrap-up		X	

## C. Communication

### 1. Describe the processes and opportunities that were used to:

- 1) Develop the Schoolwide Plan.
- 2) Inform the entire staff, parents, community and district of the Schoolwide Planning Team actions.
- 3) Solicit and receive feedback from these groups.

1) *Crestview Heights School-wide Plan is an ongoing plan.*

2) *Each year all staff is informed as to how the Title 1 Plan will work. Classroom Teachers and the Title 1 Teacher work closely together to be sure the Title 1 program is solid and student needs are being met. At the yearly parent meetings parents are given information on how Title 1 works at CVH and what our goals for students are. This is backed up with data from OAKS, EasyCBM, Running Records and DIBELS. Parents are also given information on how they can be involved in their child's education at CVH.*

3) *Teachers give feedback on an ongoing basis at staff meetings, site council and in the day to day process of working together. Teachers are also asked to give written/verbal input every spring on how we can improve our services to children through Title 1. Parent feed back is solicited at the annual parent meeting and through the annual review process.*

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

*100%.*

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

*This level of support for Title 1 was determined from information received on feedback forms from teachers and through discussions in data team meetings, site council meetings, systems team meetings, and at staff meetings.*

## D. Technical Assistance

### 1. Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

*Technical assistance is provided to Title 1 Staff by District Office personnel. Those offering assistance are knowledgeable in Title 1 and have an understanding of what the state/federal guidelines are. (Title 1 administrator, data coordinator for curriculum and assessment, district testing coordinator)*

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

Date	Provider	Type of Assistance
08-28-13	Libba Sager Lauren Sigman	Kindergarten Assessment Training
09-16-13 10-18-13 11-08-13 01-31-14 02-28-14 04-04-14 05-09-14	Libba Sager Mary Kelly (technology training)	District Title 1 Meetings

## Comprehensive Needs Assessment

**A needs assessment based on the Five Key Dimensions of Achievement (student achievement, school context and organization, curriculum and instruction, professional development, and family and community involvement) is required. Data Collection, Data Analysis, and Prioritization of Needs Worksheets are the major documents in this section.**

1. Provide a brief description of your school and the community in which your school is located to provide a **context** for the plan. Also include your school's mission/vision statement.

*Crestview Heights is located in Waldport, Oregon, a small town on the Oregon coast. It has 391 students in grades K-8. It serves communities of Waldport, Yachats, Seal Rock, Tidewater and rural areas north to Ona Beach, east to the Benton County Line, and south to areas dipping into the Lane County Line. Of the 402 students who were enrolled at Crestview Heights in September of this year, 63 have withdrawn, and 53 have enrolled. This puts our rate of transience at 24.4%. Our free and reduced population is currently 73.4%, while our homeless population is approximately 15% of our school population.*

*Currently our School Mission Statement is: We, the Crestview Heights team of staff, parents, and community collaborate to create challenging academic and social experiences in a safe, supportive, environment to develop lifelong learners and responsible citizens. Our Vision Statement is: Life Long Learners.*

*Vision and mission statements have been discussed as a staff throughout the year. At this point no changes have been made. While the staff has expressed an interest in changing the mission statement and vision as they do not feel like an appropriate fit due to the generalized language, when asked to prioritize this need, most staff rated it as very low priority, so it may not be addressed until after some higher-priority needs have been resolved.*



2. Describe the **process** used to collect and analyze data and determine the highest priority needs across the Five Key Dimensions for Student Achievement: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.

*Data is collected from the following areas: OAKS state testing scores in reading and math, district writing assessment, EasyCBM benchmark and monthly progress monitoring, running records done in September, January and May, EasyCBM math benchmarks in September, January, and May, Core Phonics Survey as needed, Letter/Sound assessments in September and May for Kindergarten. We also look at teacher-created assessments in middle school, which are created against the state reading, writing, and math rubrics.*

*Student achievement is looked at in data team exchanges held every four to six weeks for every grade level K-6 (Grade 7/8 meet on their own, as they are providing their own interventions). Grade teams will communicate with the Title teacher and principal to determine what's working and what needs to be changed. Team meetings at every grade level are scheduled on a monthly basis to look at student achievement and make recommendations. Teachers follow district and state standards, and work with the district and other schools within the district on aligning the standards on an ongoing basis.*

*Parent programs are offered to help parents improve student achievement. Title 1 provides a student book-checkout system where Title 1 and other low income students who do not have books at home may check out a new book each day to read at home with families. Title 1 also offers a parent check out system of Love and Logic and 1-2-3 Magic Programs for parents who cannot attend parent programs.*

3. **Strengths and Areas in Need of Improvement:** Summarize the key findings of the comprehensive needs assessment, which includes the key strengths and areas of need. This section must be based on data gathered across the Five Key Dimensions in your comprehensive needs assessment.

*All EasyCBM, and OAKS data is as of February 2014:*

**OAKS Reading: (January 2014)**

*3<sup>rd</sup>: 19% E, 36% M, 45% D  
4<sup>th</sup>: 30% E, 41% M, 30% D  
5<sup>th</sup>: 34% E, 23% M, 43% D  
6<sup>th</sup>: 8% E, 24% M, 68% D  
7<sup>th</sup>: 19% E, 51% M, 30% D  
8<sup>th</sup>: 11% E, 48% M, 41% D*

### **OAKS Math: (January 2014)**

3<sup>rd</sup>: 13% E, 3% M, 84% D  
4<sup>th</sup>: 7% E, 30% M, 63% D  
5<sup>th</sup>: 8% E, 30% M, 62% D  
6<sup>th</sup>: 6% E, 6% M, 88% D  
7<sup>th</sup>: 6% E, 34% M, 59% D  
8<sup>th</sup>: 0% E, 31% M, 69% D

### **EasyCBM Reading Risk Analysis:**

**Low risk:** K-80%, 1<sup>st</sup>-53%, 2<sup>nd</sup>- 60%, 3<sup>rd</sup>-68%, 4<sup>th</sup>-67%, 5<sup>th</sup>- 66%, 6<sup>th</sup>- 69%, 7<sup>th</sup>- 70%, 8<sup>th</sup>- 81%  
**Some risk:** K-13%, 1<sup>st</sup>- 25%, 2<sup>nd</sup>- 17%, 3<sup>rd</sup>- 19%, 4<sup>th</sup>- 23%, 5<sup>th</sup>- 20%, 6<sup>th</sup>- 13%, 7<sup>th</sup>- 21%, 8<sup>th</sup>- 15%  
**High risk:** K-7%, 1<sup>st</sup>- 23%, 2<sup>nd</sup>- 24%, 3<sup>rd</sup>- 13%, 4<sup>th</sup>- 10%, 5<sup>th</sup>- 14%, 6<sup>th</sup>- 18%, 7<sup>th</sup>- 9%, 8<sup>th</sup>- 4%

### **EasyCBM Math Risk Analysis:**

Low Risk: K- 74%, 1<sup>st</sup>- 47%, 2<sup>nd</sup>- 79%, 3<sup>rd</sup>- 66%, 4<sup>th</sup>- 62%  
Some Risk: K-15%, 1<sup>st</sup>-16%, 2<sup>nd</sup>-5%, 3<sup>rd</sup>-19%, 4<sup>th</sup>-17%  
High Risk: K-11%, 1<sup>st</sup>-38%, 2<sup>nd</sup>-15%, 3<sup>rd</sup>-16%, 4<sup>th</sup>-21%

*Our first round of OAKS scores in reading and math decreased somewhat from the previous year, with the exception of the 5<sup>th</sup> grade, which went up. Based upon this data, we will need to do some reflection upon the effectiveness of both our new math curriculum and our overall instruction. Our EasyCBM data indicates that a significant percentage of our students in 1<sup>st</sup> and 2<sup>nd</sup> grade are still struggling to read grade-level material fluently. However, this is a common trend at mid-year for these grade levels, and often resolves itself by the end of the year. We will continue to review progress monitoring data and work closely with the classroom teachers to ensure that the skills we're teaching in intervention classes are being transferred to the general classroom setting. At the end of the year, if the data is unchanged, we will need to revisit how we deliver reading intervention services to those grade levels.*

*Math is an area we need to focus on strongly in the coming years. Teachers don't feel they have adequate time to have students ready to test mid year. Schedules have been looked at and changed to offer more math instructional time. At grades 5-6, students receive 50 minutes of math review/mental math strategies instruction in a heterogeneous group, and 50 minutes of grade-level math concept instruction in skills-based groups. At grades 5-8, students needing additional support in math have an extra 50 minute period daily, in addition to their regular 50 minutes daily of math instruction. New math curriculum (Singapore math) was purchased for this year, and staff development around its use is ongoing.*

#### **4. Attach the Data Collection Worksheets, the Data Analysis Worksheets and the Prioritization of Needs Worksheets at the end of your written plan.**

5. After reviewing your areas need, specifically looking at academic need of subgroups and the other Key Dimensions, state the SMART (student-centered and specific, measurable, attainable, realistic, and time bound) goals for the school.

*During the 2014-2015 school year, the overall Math Growth rate for Students with Disabilities will improve to Level 2. Also, the combined median growth percentile for all students will improve based on the Oregon Next Generation of Accountability data file from ODE.*

*During the 2014-2015 school year the overall Reading Growth rate for Students with Disabilities will improve to Level 4. Also, the combined median growth percentile for all students will improve based on the Oregon Next Generation of Accountability data file from ODE.*

*Measurable Writing Goal: Continue to improve writing achievement so that 60% or more of our students meet or exceed the state benchmark in writing on the district writing assessment. Continue to implement, monitor and adjust building-wide writing plan to improve writing instruction and achievement in grades K-8.*

## **Inquiry Process**

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

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

- Identify possible reasons for the identified needs.
- Identify possible solutions and strategies to address these reasons.
- Receive input from the whole staff and the parents during this process.

*Data team meetings are held every four to six weeks to look at all student data and make decisions. Team meetings also take place monthly to look at student data and needs and make decisions to help students be successful. In 2013-2014, we also began to take a closer look at how behaviors impact the learning of students and their peers as we began to standardize our Student Study Team protocols. Last year's data, combined with teacher feedback, suggested that students needed more explicit practice in calculation (math facts). In 2013-2014, we implemented the Mastering Math Facts program in grades 1-6. We also changed the master schedule to include a 90-minute math block at grades 1-4, and two 50-minute math periods at grades 5-6. Grades k-6 began teaching a new math curriculum, Math in Focus. We continue to provide many interventions in reading, such as Phonics for Reading and Levelled Literacy Instruction. In addition, many students are using IXL and/or MobyMax to address individual skill deficits. School/Class data is regularly shared*

with the Site Council. They have suggested planning a fall meeting for parents where teachers can demonstrate how students are learning math, so that parents can more effectively support them at home. Teachers are also making use of the Reading A-Z and Science A-Z materials as resources for teaching comprehension of informational text.

An end result of this would be for test scores to continue to improve with a higher percentage of students passing the state math and reading tests each year.

**2. Describe how the staff:**

- **Studied and investigated best practices and research.**
- **Visited and contacted successful schools and programs.**

*We provided extra focus to improving teacher effectiveness and math training this year.*

*For overall teacher effectiveness, we used the Danielson model for teacher evaluation. This model encompasses 4 domains of teacher proficiency, and emphasizes self-reflection and improvement on a regular schedule. Regarding math, at the beginning of the school year all licensed classroom teachers in the district attended the Math in Focus training. Additionally, one staff meeting per month was dedicated to content-focused staff development, with the majority of staff participating in the math group to build on last year’s work with Singapore Math. As part of the district’s collaboration grant, several staff members were able to visit demonstration classrooms to observe the 5 Elements of a Balanced Math Program (building on work we began last year). These teachers will be implementing some of these elements on a limited basis during this school year, with a more robust implementation planned for next year. Finally, because automaticity in math facts is essential to student learning, we implemented the Mastering Math Facts program.*

**3. Summarize how your solutions match your priority needs.**

Priority Need	Solution
<i>Math computation, problem solving</i>	<ul style="list-style-type: none"> <li>• <i>Implementing Mastering Math Facts program daily in grades 1-6 to build computational automaticity.</i></li> <li>• <i>Use MobyMax/IXL to address specific skill deficits, especially for students who struggle with math.</i></li> </ul>

<p><i>Read to Perform a Task</i></p> <p><i>Examine Content and Structure of Informational Text</i></p>	<ul style="list-style-type: none"> <li>• <i>Direct teaching using text books to teach text features etc. to improve reading of informational text. Purchased Reading A-Z to add to lacking classroom materials and provide interactive component.</i></li> <li>• <i>Use The Comprehension Toolkit with Title 1 groups in grades 3-6 to provide explicit instruction in understanding informational text.</i></li> </ul>
<p><i>Writing Conventions</i></p>	<ul style="list-style-type: none"> <li>• <i>Continue using Write Tools.</i></li> <li>• <i>Building-wide writing schedule includes daily writing in all grade levels.</i></li> </ul>

**Instructional Program/School Reform Strategies**

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

**1. Describe the key components of the research based instructional program that the school will implement which have been determined to address priority needs.**

*This is based upon funding received for Title 1. If less funding is received, there will be fewer services offered.*

Instructional Need Being Addressed	Strategy Description	Research-based Principle	Research Source
Reading	Daily guided reading groups grades 1-6	Small groups, leveled reading material, daily.	RTI Northwest Regional Lab
Reading	- Leveled Literacy Instruction - Phonics for Reading - Comprehension Toolkit	Small intervention groups, systematic instruction. Small intervention groups	RTI RTI
Reading	Reading A-Z	Interactive reading, differentiation for different levels, contains all 5 reading principles.	RTI
Reading K	Small group instruction based on assessment data.	Small intervention groups.	RTI

Writing	The Write Tools	Daily writing practice.	Northwest Regional Lab
Math	90-minute math block	Extended time for math facts, inquiry math, direct instruction, etc.	RTI
Math	Mastering Math Facts curriculum	Daily math facts instruction for automaticity	RTI

**3. Attach a suggested school instructional schedule, including how the mathematics and reading instructional program will be organized and delivered in your whole school.**

## Student Assessment of Progress

Frequent and ongoing assessments to determine student progress help determine how the schoolwide plan is meeting the student needs. The assessments that will be used need to be determined with teachers involved in decision making and the implementation of the assessments.

1. Use the following chart to describe the Student Assessments which will give staff on-going data regarding student progress:
  - a. Give the grade level to be assessed;
  - b. Give the appropriate content area;
  - c. Give the full name of the assessment;
  - d. When will it be given;
  - e. How will staff be trained to give it; and
  - f. How and when will staff use the information to guide instruction.

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K	Reading	Letter/Sound	Sept., Jan., May	Title1Team Teacher	Information from reading assessments will be used to create small groups of students needing extra reading support. Data is also used to form guided reading groups, in data team and grade level team meetings and by Title 1 Team in team meetings to insure all students' needs are being met.
K	Reading	EasyCBM	Benchmarks: Sept. Jan., May. Progress Monitoring: Monthly prn	Title1Team Teacher, District Trainer	
K	Reading	Running Records	As needed, ongoing.	Classroom Teacher	
1 <sup>st</sup> – 8 <sup>th</sup>	Reading	EasyCBM Passage Reading Fluency	Sept., Jan., May, Progress Monitoring when needed.	Title1Team Teacher	

2 <sup>nd</sup> – 8 <sup>th</sup> grades	Reading	EasyCBM reading comprehension, CCSS Reading	Benchmarks: Sept, May Progress Monitoring: Monthly	Title1Team Classroom Teacher	
K – 8 <sup>th</sup> grades	Math	Easy CBM	Benchmarks September, January, May	Title1Team Teacher Teacher trainers	Information from Easy CBM will be used to identify gaps in student learning.
3 <sup>rd</sup> – 8 <sup>th</sup> grades	Reading & Math	OAKS State Assessment	January start then ongoing until finished (May).	School Test Coordinator	Information from OAKS is used to identify students needing extra math and reading support.
3 <sup>rd</sup> – 8 <sup>th</sup> grades	Writing	Writing Scoring	Annual	State Web site, teacher trainers	Information from writing scoring used to guide classroom instruction

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

*Data is reviewed every 4-6 weeks. Grade-level team and Title 1 teachers consider carefully all current data, both formative and summative, and decide which students would benefit from additional instruction in Phonics for Reading, Levelled Literacy Intervention, or The Comprehension Toolkit. Groupings are flexible and change as assessments show a need.*

## Student Assistance

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

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

*Students are identified as needing reading support through Easy CBM benchmark scores and OAKS state test scores. Other assessments that may be used include: Phonics Screeners, Phonics for Reading assessments, or classroom assessment data. Students are identified as needing math support through EasyCBM benchmark scores, OAKS state test scores, or classroom math assessments (weekly review quizzes).*

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

*As funding allows the following will be done;*

*Grades K-4 receive 30-60 minutes/week of targeted reading support in a group of 6 or fewer. Curricula used include Reading Mastery, Leveled Literacy Instruction, Corrective Reading, Phonics for Readers, etc. These groups focus explicitly on reading skills such as phonemic awareness, phonics and print awareness/language patterning.*

*Grades 5<sup>th</sup> – 6<sup>th</sup> receive 250 minutes/week of reading comprehension instruction using The Comprehension Toolkit, in a rotating 6-week cycle.*

*Students in 1<sup>st</sup>-6<sup>th</sup> grade receive 15 minutes of daily math facts instruction, and students in grades 5 & 6 receive 40-50 minutes daily of grade-level standards-based math review instruction. (Content is driven by assessment data, so is closely matched to specific skill deficits)*

**2. Describe services for the following special populations:**

- **How services will be provided for your special education students;**
- **How services will be provided for your English Language Learners;**
- **How services will be provided for your migrant students; and**
- **How services will be provided for your homeless students.**

*Special Education students in Kindergarten are included in Title 1 reading services when possible. Special Education students in grades 1-3 are also involved in Title 1 services during targeted reading support time unless it conflicts with other special education groups. A select few students in grades 4-8 will receive Title 1 reading services when it is deemed necessary after considering data as well as how they respond to classroom instruction.*

*We currently have no English Language Learners at Crestview Heights. In the past, English Language Learners have been given an additional 30 minutes of ELL instruction daily in addition to their regular classroom day.*

*We currently have no migrant students at Crestview Heights. In the past migrant students were given an additional 30 minutes of targeted reading time and/or second language support in addition to other services provided within the classroom and through the Special Ed. Program.*

*Identified homeless students are provided with extra academic support in reading as needed for 30 minutes each day. Those homeless students in grades 1-3 receive 30 minutes of leveled small group reading instruction each day in addition to classroom instruction. In addition to academic support Title 1 maintains a supply cupboard with school supplies for those students needing them. Title 1 also provides a bathroom*



supply bag which includes soap, shampoo, conditioner, comb, toothbrush, toothpaste and a towel for those students needing it. Students are able to shower at school as needed.

## Professional Development

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

- 1. List the professional development activities the school will engage in to implement the Schoolwide Plan. If the team has created a professional development calendar include the calendar in the back of your plan.**

*This year's professional development activities have been focused upon two areas: Calibration of Teacher Evaluation (using the Danielson model) and professional learning communities (both content-teams and collaboration teams)*

- 2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.**

*The Danielson model for Teacher Evaluation provides a framework for encouraging improvement in 4 key domains: Planning and preparation, the classroom environment, instruction, and professional responsibilities. These domains are relevant across all content areas, and improvement in any one will have an impact on the overall quality of the school experience, which will in turn boost student achievement. The professional learning communities provide sheltered time for teachers to collaborate within and across grade levels to address both content and teaching practices.*

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

*The Danielson model is being revisited monthly at staff meetings, and also provides the framework within which all teachers are being evaluated this school year. In addition to monthly notes from content and collaboration meetings, walk-throughs of teachers' classrooms provide ongoing observational data regarding the implementation of skills and strategies into classroom instruction and environment.*

## Highly Qualified Staff

**All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.**

**1. Attach the signed Principal Attestation Form that assures all teachers and paraprofessionals are Highly Qualified or on a plan to reach Highly Qualified status.**

**2. Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.**

*Lincoln County School District is in attendance at Job Fairs looking for highly qualified teachers. Highly qualified substitutes are recruited and hired. Student teachers are also supported by placing them with quality teachers.*

**3. Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.**

*Crestview Heights School not only engages teachers in discussions regarding assignments, but also uses a +/- Delta protocol for evaluating program changes and planning for future success.*

## **Family and Community Involvement Strategies**

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

**1. Describe the key strategies planned to increase meaningful family involvement that is designed to enhance home-school partnerships and improve student learning. Include these strategies in the Action Plans.**

*At the annual parent meeting parents are asked to give input on how Title 1 can best support their needs. This includes parenting classes and support in helping their child to be successful in school. Parent surveys are done at registration, the annual meeting, and conferences to find out how Title 1 can better support families. Read and Feed nights are now being held in South County on a weekly basis. At these nights children have a chance to read with an adult and then have dinner. To get books into student's hands Title 1 does a book walk at the spring festival. This is hugely popular with both parents and children. Working with the Homeless Advocate Title 1 will provide books to Seashore Literacy and other families who need books at home. Title 1 offers a leveled book take home reading program for students to encourage reading growth and reading time with families. A parent check out is also available with the Love and Logic Parenting CD's and the 1-2-3 Magic DVD's. These programs both deal with helping parents be successful in supporting their child in a consistent positive manner. A newsletter is sent out to parents with information on supporting their child in reading and math and with information on the Title 1 parent check out program.*

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

*The school-wide plan is discussed and evaluated at site council meetings. This is an open meeting where all parents may attend. Parents are also asked to give feedback on how to improve the school-wide plan at open house and at registration.*

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

*Conferences are held twice a year in October and April, phone calls are made by staff as needed, parent meetings are held as needed. Every six weeks grade reports are sent to parents of middle school students. Students needing more interventions go through the Student Study Team to see how the school can better support the student.*

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

*The annual Title 1-A parent meeting was held on October 18th, 2013 at a Read and Feed event in conjunction with Seashore Literacy.*

*Agenda: What is Title 1 District Title Policy & AR  
Building Action Plan/Implementation at CVH  
Academic Program/Student Assessments/Parent Notifications  
District & Building Parent Involvement Plan  
Parent Input*

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

*CVH has fewer volunteers than in the past. Most volunteers are parents of students in the building. However, some retired community members come in on a volunteer basis to read with kids. Crestview Heights also partners with the Oregon Hatchery Research Center, The Oregon Coast Aquarium, The OSU Marine Science Center, the Lions Club, and the Seashore Family Literacy Center.*

*Our students receive dental screenings as well as hearing and vision screenings through community programs and volunteers. There is a Dental Van that visits twice a year to provide free dental service to students in need.*

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

*The original school/parent compact was a sample document taken from another school district and changed to reflect CVH. The school/parent compact is an ongoing document that is reviewed and updated each year by parents and classroom teachers. It is presented for review at the annual Title 1 meetings, and also within the Site Council's review of the School Wide Plan.*

**7. Attach a copy of the school/parent compact in relevant languages to the back of your plan.**

**8. Attach a copy of the School Title IA Family Involvement Plan.**

## **Transition Strategies for Students**

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

- 1. Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate. Headstart, EvenStart, Oregon Pre-Kindergarten must be addressed, if applicable.**

*Pre-K students visit CVH in the spring. However, in 2013-2014, a preschool program was added on our site, in cooperation with Seashore Literacy, a local non-profit organization. The families of these students will already be familiar with both the layout of the school and the staff, to a limited extent. A transitional team is in place in the school for incoming special needs students. This team includes the Kindergarten Teacher, Special Ed. Teacher, School Psychologists and the Title 1 Teacher. Meetings are held with incoming special needs parents and kindergarteners as needed.*

- 2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

*Eighth grade students have a series of discussions with the Principal of Waldport High School on such topics as "What is a Credit? And What Happens if You Earn or Do Not Earn One?" Crestview Height's 8<sup>th</sup> grade teachers meet with the 9<sup>th</sup> grade teachers to share any needed information on students. All 8<sup>th</sup> grade students have a transition day where they go to the high school. High School students give the 8<sup>th</sup> graders a tour of the building, then have a question and answer time. The executive council, coaches, and others talk to 8<sup>th</sup> grade students about sports and other opportunities available to them. Eighth grade students also pre-register for next year's classes at this time.*

*As a K-8 school we do not feel we have a need to have an elementary to middle school transition. However, starting in 2013-2014 one wing of our school will be shared between the 5-8 students and the high school students. The staff is having ongoing discussions about how this may or may not affect our students' views of their place within our school.*

**3. Describe on-going coordination with other community programs and agencies that support transitions for students.**

*The Kindergarten Teacher works with local preschools to set up visits to the kindergarten classes in the spring. At this time there is no Head Start in South Lincoln County.*

## **Coordination and Integration of Services and Programs**

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

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

*The Title 1 Teacher and the SPED Teacher attend all data meetings for every grade level. Title 1 and SPED, school psychologist, and the SLP collaborate with each other and grade-level teams to share materials and information in order to provide students the services they need to be successful across all school settings.*

*Crestview Heights is developing a Student Support Team that can coordinate academic and behavioral support for students who have been referred by school staff. The principal looks at school-wide behavior data with the family advocate/behavior specialist to develop individual plans for tier three students.*

*Each classroom in the building gets a daily nutrition break. The snacks provided are healthy fruits and vegetables.*

*The local sheriff's department speaks to Crestview Heights Middle School each year regarding violence, bullying and violence prevention.*

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

*Crestview Heights' Teachers take advantage of a variety of trainings offered by the Lincoln County School District. This has included training in The Write Tools, Ocean Literacy, Power Strategies, Singapore Math, and other math classes.*

## On-going Plan to Monitor the Effectiveness of the Schoolwide Plan

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

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

*At the fall parent meeting and spring review site council meetings the school-wide plan is discussed and evaluated as to its effectiveness. Throughout the school year, data and goals are considered by Site Council members, and input for improvement is taken at all these meetings.*

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

*All teachers are asked to give feedback on the school-wide plan and make suggestions for improvement. Site Council members also evaluate the plan every year and make recommendations. Site Council members are selected by vote, on a revolving basis, and serve overlapping two-year terms. This ensures that each stakeholder group is represented by both an experienced and a new member at any given time.*

- 3. Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.**

*Any revisions made to the school-wide plan are discussed and shared with staff at grade level and/or staff meetings. No changes are made without staff and parent input.*

- 4. Describe how the district will be informed of the school's progress and changes in the plan.**

*Any major changes in the plan are submitted in writing to the District Office.*

## Fiscal Coordination

**Schoolwide Plans may consolidate most federal, state and local funds to provide services.**

- 1. Complete the Schoolwide Program Budget Summary in the Worksheet Section. All sources of funds to the building need to be included on worksheet.**

2. Provide a brief budget narrative explaining how all funds listed in the Schoolwide Program Budget Summary will be used to support the Schoolwide Plan. Please be specific in what the funds will be used for.

*The majority of Crestview Heights Title 1 budget goes toward salaries of the Title 1 Teacher and Teaching Assistants. This includes fixed costs and substitutes. One percent of the Title 1 budget is set aside for parent involvement activities. A small amount of budget money goes toward purchase of consumable and non-consumable materials. These materials are typically research-based curriculum materials to be used as direct instruction in the Title 1 room. This ensures that students are receiving optimal education even when they are working with classified staff.*

## **Directions for developing the Action Plans**

**The Schoolwide Program Action Plans must be based on the results of the needs assessment and the inquiry process. The Action Plans can serve as effective tools for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals.**

**It should also assist in the implementation of the Schoolwide Plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.**

**The Action Plans will become the school's comprehensive school improvement plan that is required by the district each year. Each year the plan will be updated and submitted to the district.**

All the information to complete the Action Plans may be found in the Schoolwide Program Worksheet document.

**Include the following additional worksheets (found in separate documents) at the back of the Schoolwide Plan.**

**Data Collection Worksheets  
Data Analysis Worksheets  
All Prioritization of Needs Worksheets  
Action Plans  
Schoolwide Program Budget Summary**

**Other attachments are referenced in the Written Plan Template.**