

**WILLIAM "SONNY" NELSON SCHOOL
CSC MEETING AGENDA
THURSDAY, FEBRUARY 14, 2008.
4:30 P.M.**

- 1. Call to Order**
- 2. Roll Call**
- 3. Approval of Agenda**
- 4. Identification of Guests**
- 5. Approval of Previous Minutes**
- 6. Lead Teacher / Principal Report**
- 7. Staff Report**
 - a. Baird, Ervine**
 - b. Loucks, Donna**
- 8. Action Items**
 - a. NCLB Application**
 - b. School Wide Plan**
- 9. Discussion Items / Information**
- 10. Public Comment**
- 11. CSC Comment**
- 12. Executive Session**
- 13. Set Date of Next Meeting**
- 14. Adjournment**

CSC Minutes

Thursday, February 14, 2008.

4:30 P.M.

CALL TO ORDER

The meeting was called to order at 4:38 p.m. by Luki Akelkok

ROLL CALL

The following CSC members were present: Luki Akelkok and Carol Nicoli.

APPROVAL OF AGENDA

Carol N. made a motion to approve the agenda followed by a 2nd by Luki A. Motion carried.

IDENTIFICATION OF GUESTS

Stan Dancer - Lead teacher/Principal
Sherrill Baird - Sped Aide Teacher
Ervine Baird - 5th-8th Grade Teacher
Donna Loucks - sub for Melissa
Mary Walcott - School secretary

APPROVAL OF PREVIOUS MINUTES

Carol N. made a motion to approve previous minutes followed by a 2nd by Luki A. Motion carried.

LEAD TEACHER/PRINCIPAL REPORT

Stan gave report. See attached paper. The basketball tournament will be tomorrow, weather permitting.

STAFF REPORT

a. Ervine Baird - Gave her report, see attached paper. Her students are practicing cursive writing. The 8th grade trip to Hawaii - have to go online and get the price lower for the housing. She'll try get them all to stay in one room because two rooms make the prices higher. Already spoke to Sandra and Letia Stermer about the rooms they said it'll be okay to them if they all stay in one room.

b. Donna Loucks - gave her report, see attached paper. She'll be here for another four weeks then Melissa will come back to work.

ACTION ITEMS

a. NCLB Application - Same as last year. Brought it up to the meeting, and have to have Luki A. sign it off. Do the same thing with the School Wide Plan. Been submitted, have to sign certification.

b. School Wide Plan - Stan already signed the NCLB Certification. District is requesting us to do that at this meeting. Carol made a motion to sign application followed by a 2nd by Luki A.

DISCUSSION ITEMS/INFORMATION

No more JOM funding, even for the other schools and places, Used up JOM funding last year on the 8th grade trip. It's going to be harder to get funding for student travel. When the students go on trips, they should have better reports on what they did while on their trip. Have to also start restricting on where they go. They also should have good grades in order to go.

PUBLIC COMMENT

none

CSC COMMENT

(1) Parent teacher conference - the ones that don't help have to start helping out when we have some fund-raising events going on. Get something written up about parent's helping out more. Should have a list of parents who's kids are going on trips. Parents should be doing most of the work if their kids are traveling out of state. Have to trust parents that are working around the money. Parents haven't been helping that much.

(2) Have something written up about parents helping. Parents need to volunteer more. If parents don't help, their kids shouldn't be able to go onto the trips.

Substitute for basketball coach - Need to look at this problem, who we're getting to be with them. Have to make sure we know that person.

(3) Friday's - they watch movies every Friday only if they earned it. If they don't earn watching a movie that student would sit in the library with an adult and finish up their work. They should do fun learning things on Friday's instead of watching movies. In Mrs. B.'s they wouldn't have enough time to play. Look at other games besides board games. Should play a game where all the students can play it together. Let older kids play games that they'd learn from. Like math or spelling types of games.

EXECUTIVE SESSION

Carol made a motion to go into executive session at 5:27 p.m. followed by a 2nd by Luki A. Came out of executive session at 5:39 p.m.

SET DATE OF NEXT MEETING

Thursday, March 13, 2008. at 4:30 P.M.

ADJOURNMENT

Carol made a motion to adjourn meeting at 5:40 p.m. followed by a 2nd by Luki A. Meeting adjourned.

Lead Teacher Report

The last month has been very busy. The students completed their second district writing assignments. Their writing has been improving steadily. Many thanks to the staff and parents that are taking our student's learning seriously.

The after school program continues to do well. Buck and Marlene are doing a great job.

Buck did a great job of coaching the players while Jason was out of state. We had the New Stuyahok kids here and we later went up there and played several games. They also went over to Aleknagik for a tournament that turned out to be just us and the Laker's. The kids did have fun though.

We are having our tournament beginning tomorrow. We have gotten several donations to use as door prizes or to be used as raffles. It will be a busy time for the staff and volunteers. We have teams coming in from Koliganek, Manokotak, Aleknagik, and possibly New Stuyahok. With all the basketball and a dance each night, the kids should have a fun time.

The Imaginarium will be here Monday evening. It is a Yup'ik Community Science Festival and everyone is invited. Admission is free.

We just finished doing the Terra Nova testing for the 5th and 7th graders. Next week I will be testing selected students for the IPT test.

The Dentist will be here beginning next week for a two week stay. They will use the Yup'ik room for their office.

Respectfully Submitted,

Stan Dancer

CSC MEETING NOTES FOR 2/14/08

School is on track in all our classes.

In Language Arts, we are revisiting all of the areas needed to do the state tests. For several weeks we have been reviewing punctuation, capitalization and abbreviations. The students are re-remembering the rules for plurals; for example, if a word ends with a consonant and an o, add es.

Also what is a homophone, a homograph, an antonym.

Next week we will begin the sample tests.

In science, we are studying rocks and minerals.

Mr.B and I took our first personal days since we came to Ekwok. We went to Fairbanks and Chena Hotsprings Resort and had a wonderful time. Saw some good northern lights, but not great.

**Primary Classroom Report
To the Ekwok CSC
February 14, 2008**

The students have been working hard at their reading and math lessons. It is wonderful to see the young ones making good progress in these areas. The older students in the class are beginning to work in more difficult chapter books. I am enjoying my time working with them.

Valentine's Day gave us the opportunity to make some decorations, including crystal hearts, which were made using pipe cleaners and a solution of borax and hot water. These were not only fun, but also a good science project in supersaturated solutions and crystal formation.

This month also saw the 100th day of school on Monday, February 11th. The students wrote poems and did other One Hundred Day activities. The students were surprised that the year has passed by so quickly.

We are studying Earth Science this semester and as a part of that we have begun talking about the different types of rocks and how they are formed. Throughout the remainder of the year the students will continue their study of water use, natural resources, and ways to recycle.

As you can see, we have been having a busy and fun time this month learning new skills.

Submitted by:
Donna Loucks

Alaska NCLB Consolidated Federal Programs Grant Application for 2007-2008



Southwest Region School District

*Due no later than
— June 30, 2007 —
(Districts are encouraged to submit a complete application by the end of May, 2007)*

Schoolwide Plan Certification

I certify that the _____ (school site)
Schoolwide Plan was placed on the agenda of the CSC, was
presented at the meeting and an opportunity was given for
public discussion.

Attached to this document is a copy of the CSC agenda that
includes the Schoolwide Plan and a list of all concerns
voiced at the meeting.

Signature CSC Member _____ Date

Signature Principal _____ Date

This completed certification page along with the attached agenda and
comments must be returned to the Director of Federal Programs no
later than March 28, 2008.

A copy of these documents should be kept on site for NCLB
monitoring purposes.

NCLB Application Certification

I certify that the _____ (school site)
NCLB Application was placed on the agenda of the CSC,
was presented at the meeting and an opportunity was given
for public discussion.

Attached to this document is a copy of the CSC agenda that
includes the NCLB Application and a list of all concerns
voiced at the meeting.

Signature CSC Member _____ Date

Signature Principal _____ Date

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later than March 28, 2008.

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monitoring purposes.

Alaska Department of Education & Early Development

SCHOOLWIDE PLAN

As authorized under Title I

School Building Name: William "Sonny" Nelson School

School ID #: _____ District: Southwest Region

Mailing Address: 1 Nushagak Road

City: Ekwok AK Zip: 99580

Principal: Stan Dancer Phone: (907)464-3344

E-Mail: _sdancer@swrsd.org FAX: (907)464-3318

New Plan: Yes No

Initial Effective Date: _____ Revision Date: _____

Non-Regulatory Guidance to assist in designing Schoolwide Programs is available at the following link:
<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Assurance Agreement for Schoolwide Planning

The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning and criteria as outlined in section 1114 of the NCLB Act. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Jack Foster Stan R. Dancer
Printed Name of Superintendent *Printed Name of Principal*

Signature of Superintendent *date* *Signature of Principal* *date*

Title I Schoolwide Plan

1. Schoolwide Program Planning Team

Schoolwide plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the schoolwide program in accordance with all applicable Title I rules and regulations.

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant)

Schoolwide Program Planning Team

<i>Printed Name</i>	<i>Representation</i>	<i>Roles/Responsibilities</i>
Required:		
Principal:		<i>Chairman</i>
<i>Stan Dancer</i>	<i>School</i>	
Teachers:		<i>Member</i>
<i>Ervine Baird</i>	<i>School</i>	<i>Member</i>
<i>Melissa Moede</i>	<i>School</i>	
Parents & Community:		<i>Member</i>
<i>Carol Nicoll</i>	<i>CSC/Parent</i>	<i>Member</i>
<i>Sandra Stermer</i>	<i>CSC/Parent</i>	<i>Member</i>
<i>Rick King</i>	<i>Parent</i>	<i>Members</i>
<i>Buck and Julia Williams</i>	<i>Parents</i>	
Students (if secondary school program):		
IF Appropriate:		
Administrators:		
<i>*Title Programs:</i>		
<i>*Reading First:</i>		
<i>*Evan Start:</i>		
<i>*Carl Perkins:</i>		
<i>*Head Start:</i>		
Pupil Services Personnel:		<i>Member</i>
<i>Sherrill Baird</i>	<i>SPED Aide</i>	<i>Member</i>
<i>Marlene Nelson</i>	<i>SPED Aide</i>	
Other:		<i>Member</i>
<i>Peter Walcott Sr.</i>	<i>Parent</i>	<i>Member</i>
<i>Anna Akelkok</i>	<i>Parent</i>	

* Administrators of programs that are to be consolidated in the schoolwide plan.

Title I Schoolwide Plan

B. Describe the process used to develop the plan, including information about meeting dates and agenda items/topics as well as future meeting dates.

The staff held a meeting prior to the beginning of school to discuss the upcoming year and for ways to improve student success on the Standards Based Assessments given each Spring. After viewing available results from each student, it was decided that additional emphasis was needed in the area of Language Arts.

In a meeting held on October 3, 2007, concerned community members were allowed to share ideas in the area of school improvement. Since some funds had become available, it was decided to hire two after school tutors to assist students with their homework and to purchase an online program designed to assist students in the areas of reading, writing, and math.

Future meetings will be held each quarter or more often on an as needed basis.

C. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan's development.

Invitations were sent out to community members about concerning the meeting held on October 3, 2007. Additionally, the people of the village were notified via VHF. The meeting was further discussed at the Community Support Committee meeting held on October 11, 2007.

Parents who chose to attend the meeting were all given an opportunity to provide input about how they thought the school could improve. Ideas included having Physical Education for the 5th through 8th Grades be conducted first thing in the morning rather than after lunch and begin an after school tutoring program.

2. Comprehensive Needs Assessment

The needs assessment includes all students attending the school (including taking into account the needs of migratory children) that is based on information which includes the achievement of children in relation to the state academic content & achievement standards, particularly in reading, writing and math. A brief description of the school attendance including any factors that affect student success should be included.

A. Provide a brief description of your school, your attendance area, and your community.

William "Sonny" Nelson School is a K-8 school with a current student population of 24 students, including an 11th grade student. The current structure was constructed in 1979 and has been well maintained. Presently there are two certified Teachers and a Principal Teacher. One Teacher has the K-4 students and the other has the 5-8 students. She is also the SPED Teacher. The Principal Teacher teaches math to the 4-8 grade students. The school also employs a number of classified staff including instructional and sped aides, a secretary, a bilingual aide, a cook and a maintenance/janitor. The school is a center for community events planned and run by community members.

Most of the students are performing below grade level in most subjects. A few students continue to be extremely disruptive, despite attempts at intervention, which has a negative impact not only on their own learning but the learning of the other students as well.

Students who graduate from the school must go to other villages that have high school programs or boarding schools in order to pursue their high school diplomas.

The community itself has a population of about 130 and is predominately Yup'ik Eskimo. The village is located in a wooded area with many winding trails and a beach along the Nushagak River. Subsistence activities, guiding and lodge work, and jobs in the village support the residents. Most residents are gainfully employed with the lodge, city, village, and school being the largest employers.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, and students with limited English proficiency, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

In August 2007, the needs of the school were determined through a review of test scores for the previous academic year in particular and prior years as well. Along with these results mitigating factors were considered in determining the needs of the students. In addition to the Standards Based Assessment, a variety of other assessments, such as DRA, Star Reading and Math, the IPT, Brigance, and the Saxon Placement tests were used by the staff for data analysis. Currently the school is at AYP Level 2.

Special education records were reviewed.

C. Summarize the strengths and needs of your current educational program as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium or Low.

Priority	Summarize Strengths and Needs of Current Program <i>State in Measurable Terms</i>
	<i>Student Achievement</i>
	<p><i>Needs: Most students are working below grade level on word problems and problem-solving. Below level reading skills may be interfering significantly in this area. Some students need to memorize math facts.</i></p> <p><i>Most of the students are scoring below grade level on multiple reading assessments. Vocabulary is a weakness.</i></p> <p><i>Older students test relatively well on mechanics on standardized assessments but don't necessarily apply those skills in their writing. Students need an awareness of writing for audiences and need to practice the writing process, particularly revising and editing. They also need to review the six traits of writing. A few students are reluctant writers.</i></p> <p><i>Strengths: Many students are working on grade level in computation. Many of the students love to read; many have comprehension skills commensurate with decoding ability.</i></p> <p><i>Younger students are developing age – appropriate skills. Ideas and content are strong areas for many younger and older students.</i></p> <p><i>Data Source: State required tests; Star Math; Saxon Assessments; Brigance; Observation</i></p> <p><i>State required tests; Star Reading; DRA; IPT; Brigance; Observation</i></p> <p><i>State required tests; IPT writing; District Writing Assessment; Observation</i></p>
	<i>Curriculum & Instruction</i>

Title I Schoolwide Plan

	<p><i>Needs: Multi-age classrooms provide particular challenges in math instructions. Individualized computer software programs would help. Scholastic is weak in phonics instruction; well-proven phonics program kits need to be ordered and supported with staff development. We have a poor selection of reading software at our site. Students need review of proper procedures and staff development is needed for certified and classified staff. Alignment is needed between upper level health instruction and district curriculum.</i></p> <p><i>Strengths: District curriculum is aligned with state standards. A new textbook series was adopted and ample manipulatives are supplied for all grade levels. Staff development in the use of manipulatives was provided. The series includes math games to enhance learning. District curriculum is aligned with state standards. The Open Court reading program has been provided as well as the Accelerated Reader Program. Reading Institutes have been very helpful to teachers and instructional aides who attended. Technology curriculum and instruction is integrated into most subjects. Certified staff is able to provide a variety of physical education activities. Community health programs work with the school. Health and character education programs are well integrated at the lower level.</i></p> <p><i>Data Source: Alignment with Alaska State Standards and NCTM recommendations Observation; lesson plans Observation; lesson plans</i></p>
	<p><i>Professional Development</i></p>
	<p><i>Needs: The staff needs more training on technology.</i></p> <p><i>Strengths: The staff has attended in-services concerning the Language Arts program, the Math program, and the Responsible Thinking Process.</i></p> <p><i>Data Source:</i></p>
	<p><i>Parent/Community Involvement</i></p>
	<p><i>Needs: Community involvement is needed to develop a shared vision for the school.</i></p> <p><i>Strengths: Gym nights are provided for students and adults daily. Family nights are provided on a monthly basis. Potlucks are held on a regular basis.</i></p> <p><i>Data Source: Observation; interviews</i></p>
	<p><i>School Context/Organization</i></p>

Title I Schoolwide Plan

Needs: Policies need to be developed to support instruction

Strengths: The certified staff has been here for between 2 and 5 years and work well together.

Data Source:

Title I Schoolwide Plan

D. As a result of the comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed the first year of the schoolwide plan. Include current baseline data and targets.

Priority Focus Area	Objective <i>State in measurable terms and include current baseline data and targets.</i>	Evaluation <i>Identify how you will determine whether your objective has been met. Include the data source and/or evaluation tools to be used.</i>
Language Arts	By the end of the academic year, the students will have grown one or more grade levels in Language Arts.	District and State Assessments
Math	By the end of the academic year, the students will have grown one or more grade levels in Language Arts.	District and State Assessments

3. Schoolwide Reform Strategies

The schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are based on scientifically based research, strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations.

- A. Explain the school's implementation of schoolwide reform strategies that will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Describe strategies that particularly meet the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

In addition to the District adopted Language Arts program, Open Court, the District adopted a new Math program, Saxon, for this academic year. With both programs well established as well as the Responsible Thinking Process (RTP), growth in student achievement should occur. Additionally, we have incorporated and after school tutoring program and an online program, Learning Upgrades, to enable all students the opportunity to succeed.

- B. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations.

The school has the necessary programs in place, a willing staff, and a varied method of presenting what the students need to know. The RTP, provides all students with a non-threatening learning environment.

- C. Explain how the schoolwide reform strategies are consistent with, and designed to implement, the state and local improvement plans.

The programs and curriculum being used by the school are State and/or District approved.

- D. Describe intervention activities that will be in place that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that student's difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming.

The students are given instruction, then monitored during seat work to ensure they get needed assistance. The students are provided with after school tutors to assist them with their homework. Collaboration with the teachers and tutors are ongoing and timely in identifying difficulties a student may be experiencing.

4. Instruction by Highly Qualified Teachers

High poverty, low performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, NCLB requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119.

- A. Identify all paraprofessionals (regardless of funding source) employed at your school who provide instructional services students. For each paraprofessional provide documentation to demonstrate that he/she meets one of the three criteria required under Title I law:
1. completed two years at an institution of Higher Education (at least 48 semester credits), or
 2. has an Associate's degree or higher, or
 3. passed the HELP assessment and completed the Paraprofessional Standards Checklist

Note: paraprofessionals hired after January 8, 2002 must meet one of the three criteria at this time. Paraprofessional hired before January 8, 2002 must fulfill the above listed requirements by June 30, 2006.

On file at District Office.

- B. Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). For each paraprofessional (1) explain how their duties increase the opportunities for all students to meet the state's academic achievement standards and (2) identify how the duties are allowable under Title I law.

Allowable duties for paraprofessionals:

1. One to one tutoring
2. Assist classroom management
3. Provide computer lab assistance
4. Conduct parental involvement activities
5. Serve as a translator
6. Provide support in a library or media center
7. Provide instructional support under direct supervision of a teacher.

A. Karasti – Sped/Instructional Aide, (1) provides one on one aide time for a sped student, then is an aide for K-4 students. (2) 1, 2, 6, 7

S. Baird – Instructional Aide, (1) aide for the 5-8th grade students. (2) 1, 2, 7

M. Nelson- Sped/Tutor, (1) provides one on one aide time for a sped student, then provides tutoring after school. (2) 1, 2, 3, 7

D. Williams- Tutor, (1) after school tutor. (2) 1, 3

- C. Identify all teachers employed at the school, their teaching position at the school, the course(s) that they teach, and provide documentation that they meet the definition of "highly qualified" as outlined in Title I law.

Stan Dancer, Lead Teacher, teaches 4th- 8th grade math.

Ervine Baird, 5th – 8th grade, teaches all subjects

Melissa Moede, K-4th grade, teaches all subjects

- D. Describe how you will ensure a highly qualified professional staff is employed at your school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan.

All newly hired staff are provided through the District.

E. Describe the strategies the school will use to attract and retain highly qualified teachers.

Good work environment, support of Principal and District, community support. I also prepare a smoked Prime Rib Dinner for my staff and their spouse each December.

5. Professional Development

Schoolwide programs are required: to provide instruction by highly qualified professional staff; to support intensive and sustained professional development; and to include teachers in decisions regarding the use of assessments in order to provide information on, and to improve students' performance and overall instructional program. This section should include the professional development plan for the entire school regardless of the funding source. A sample professional development template is available on the EED website that may be used if desired. See the following link:

<http://www.eed.state.ak.us/forms/nclbtitletwo/Sample05-04-023.doc>

A. Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in your schoolwide plan.

The district provides opportunities for staff members to attend professional development training. The staff members can also apply to attend professional training conferences at district expense. Should a staff member be determined as needing additional professional development through observation or evaluation, the member will receive the needed training at no expense to them.

B. Describe how the school will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

In addition to the district staff development training, a poll will be conducted to determine areas the staff feels they need additional training. Staff development is then tailored to suit the needs of this site.

C. Describe measures to provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

The district provides training and access to online tutorials that enables staff members to effectively utilize multiple assessments as a source to improve instruction.

6. Parent Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

Title I Schoolwide Plan

A. Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

Parents are encouraged to attend curriculum meetings, CSC meetings, and meet with the staff to present ideas that will be beneficial to the learning environment.

B. Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet and how they will be encouraged to participate in decision making opportunities about their child's education.

Notifications are sent out by mail in a timely manner once received. Parents are encouraged to meet with the staff at any time. They can also attend meetings.

C. List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plans.)

Parents have the opportunity to become members of the CSC as well as attend meetings each second Thursday of the month to be part of the decision making process. We had a Parent Involvement on October 3, 2007. Compacts were sent out at the beginning of the school year. Student Handbooks are being updated and will be sent out soon.

D. Describe the yearly parental evaluation of the schoolwide program, including how this information is used to improve the schoolwide plan. Note that if the evaluation results or individual comments show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the district.

Individualizes assessment results will be provided to parents and students at quarterly conferences. Results are available to parents if they ask between conferences.

E. Describe strategies that will be used to increase parent involvement including, if appropriate, family literacy services and activities that will inform families of college and career awareness and preparation programs.

Parents as Teachers (PAT) program, the opportunity for community members to get their GED, and community members being able to use the library

7. School Context and Organization

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. This should include a coherent and seamless transition for preschool students into the school program and coordination with other federal state, and local programs.

- A. Describe strategies to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a district-run preschool program, to the local elementary school.

The PAT program works well to get pre-school children ready for Kindergarten. Several times a year the children who will be in Kindergarten the following school year come to school for a day to help transition them into the school atmosphere.

- B. Describe the coordination and integration of Federal, State, and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

On file at the District Office.

8. Annual Evaluation/ Review Process

The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation those results, to the parents of a child who participates in the assessment.

- A. Describe your plan for measuring and reporting student progress at the end of the school year, including how you plan to disaggregate data to identify groups of students and determine whether or not they are making progress.

On file at the district office.

- B. Describe the plan for measuring and reporting student progress during the school year.

Progress reports are given to the parents on a regular basis and Report Cards are given out on a quarterly basis.

Title I Schoolwide Plan

C. Describe how the school provides individual student academic assessment results in a language parents can understand, including interpretation of these results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

All our parents speak English as their primary language. For those parents having difficulty reading, the teachers are able to read the reports in a way the parent can understand.

D. Describe what other measures you will use besides student achievement data to determine if the plan is being implemented successfully and the goals are being achieved.

During staff meetings we determine if the students are "getting it". If they are fine, if not, we revisit the subject matter.

E. Describe how you will use the results of your annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of students in the schoolwide program.

Our goal is to teach our students to become learners for life. To that end, we are continually searching for ways to improve our teaching skills so that this might occur.

9. Technical Assistance

Schools developing and implementing a schoolwide program should receive high quality technical assistance. List technical assistance providers who have helped the school develop its plan. Examples could include district or EED staff, or others from agencies such as institutions of higher education, educational service agencies, staff from other successful schoolwide program schools, or other local consortia.

A. Provide a list of technical assistance providers who have contributed to the development of the schoolwide plan. Include meeting or consultation dates and topics.

Assistance Provider	Date	Type of Assistance
On file at District Office.		

Title I Schoolwide Plan

10. Fiscal Requirements

Schoolwide plans must describes how Title I funds and funds from other sources will be used to implement the schoolwide plan and how Title I funding will be used to supplement state and local funding.
 [Sections 1114 (a)(1) & 1114 (b)(2)(A)(ii)]

A. Indicate which, if any, of the federal program resources are included in the school site budget. (Include only funds that go directly to the site to support the schoolwide plan, not other district level support. See CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

On file at District Office.

Check	Dollar Amount	Please indicate the programs included in this application:
		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
		Title I, Part C: Education of Migrant Children
		Title II, Part A: Teacher and Principal Training and Recruiting Fund
		Title II, Part D: Enhancing Education Through Technology
		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
		Title IV, Part A: Safe & Drug-Free Schools and Communities
		Title V, Part A: Innovative Programs
		IDEA Part B
		Carl Perkins
		State Funds
		Local Funds
		Other