

**Schoolwide Program Plan
January 2007
(Revised March 2013)**

**Mississippi Department of Education
Office of Federal Programs**



State Template



Title I Schoolwide Planning Template

Date: June 10, 2013	
School: Gulfport Central Middle School	
District: Gulfport School District	
Principal: Michael Battle	
Email: Michael.battle@gulfportschools.org	
Address: 1310 42 nd Avenue	
City: Gulfport	Zip: 39501
Phone: 228.870.1035	Fax: 228.870.1041
Federal Programs Coordinator: Velma Johnson	
Coordinator Email: velma.johbson@gulfportschools.org	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Please indicate your school's most recent NCLB/AYP status:

- | | |
|---|---|
| <input type="checkbox"/> Met AYP
<input checked="" type="checkbox"/> Approaching Target
<input type="checkbox"/> Priority School | <input type="checkbox"/> On Target
<input type="checkbox"/> Focus School
<input type="checkbox"/> Making Progress in Corrective Action I |
|---|---|

School Demographics

Low Income Percentage ***	94%
Ethnic/Racial Breakdown	
White	13%
Black	83.2%
Hispanic	2.5%
Asian/Pacific Islander	0.7%
Native American	0.4%

School Grade Span:	6	to	8
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School Enrollment	553
IEP Students	11%
ELL Students	0.5%
Migratory Students	0%
Homeless Students	5.6%

Highly Qualified Teachers	100%
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If not all teachers are highly qualified, funds must be set aside and used to ensure that all teachers become highly qualified.

	Below Basic	Basic	Prof	Adv
Reading	excellence	for	all	MS
Math				
Science				

If Not Making AYP Identify Group(s) Not Meeting Targets (Circle All That Apply)	
Graduation	Attendance
Reading:	
<input checked="" type="checkbox"/> All	<input type="checkbox"/> IEP
<input type="checkbox"/> ELL	<input type="checkbox"/> ECD
Racial/Ethnic*: B/W	

Math:				
<input type="checkbox"/> All	<input type="checkbox"/> IEP	<input type="checkbox"/> ELL	<input type="checkbox"/> ECD	Racial/Ethnic*:B

**Identify the Racial/Ethnic group(s) not meeting AYP targets using the following:*

W= White B= Black H= Hispanic A= Asian NA= Native American

Introduction

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide planning team should decide which focus areas are most essential to reform the school. Although additional factors may be added to the profile, those listed below significantly impact student achievement, and at a minimum, the schoolwide planning team should assess the school's current status with respect to each of them. Some questions that will help the team know what information to collect are listed after each factor. The Mississippi Department of Education considers these factors the "five dimensions."

Each dimension listed below is followed by a list of fundamental questions that must be addressed in the planning of your comprehensive needs assessment and through out the development and implementation of the schoolwide program:

- D1. **Student Achievement:** How well are students attaining the challenging academic standards set by the State and school district? What are school completions or mobility rates? How many students are making smooth transitions from one school to the next? Is there a reduction in the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?
- D2. **Curriculum and Instruction:** What are teachers and administrators doing to ensure that teaching methods are up-to-date and the curriculum reflects state, local, and national content standards? What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?
- D3. **Professional Development:** Are there on-the-job opportunities for teachers to participate in meaningful professional development? Do teachers select the professional development opportunities available to them? What topics attract the largest groups of participants? Who participates? What follow-up takes place? Are teachers working in a collaborative effort as team members and mentors? What instrument can reliably assess the extent to which teachers are collaborating? What can be done to further promote and enhance collaboration among teachers?
- D4. **Family and Community Involvement:** In what ways are parents and the community involved in meaningful activities that support student learning? How are parents and the community involved in school decisions? Are health and human services available to support students and encourage healthy family relationships? If families speak languages other than English, are school messages communicated in those languages? Do services for families include students with disabilities, both physical and educational? Can parents develop their own parenting skills or gain access to other educational opportunities through the school?

- D5. **School Context and Organization:** How large are classes? Is adequate time devoted to subjects in which students perform poorly? Do teachers have a voice in decision making and school policies? What role do teachers have in deciding what assessment will be used to evaluate individual students of the program as a whole? Do school committees and decision making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard? Are all groups apart of solutions to identified problems?

SCHOOLWIDE PROGRAM PLANNING

A. Planning Team

A schoolwide program is developed with the involvement of parents, licensed and non-licensed staff, administrators, and others who will carry out the plan. The planning team assumes responsibility for providing leadership during the planning and implementation of the schoolwide program. The planning team also assumes the responsibility to ensure that all stakeholders have an opportunity to provide input as the plan is developed.

Since parental involvement is a major element in Title I, parents should be included on this planning team. If the application is for a secondary school, students may be on the planning team. School and district Title I personnel must also be included.

Note: An existing school improvement team could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed in the chart below.

Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant.)

Position	Name of Team Member
Parents:	Corey Lombard Bridget Fells
Licensed Staff: <i>(include position)</i>	Mary Belanger, 6th Grade Math Jason Hill, 7th Grade Math Erwin Gillium, Guidance Counselor
Non-Licensed Staff: <i>(include position)</i>	Ms. Gill, Computer Lab Reading Tech Mr. Hooker, Computer Lab Math Tech
Administrators: <i>(include position)</i>	Michael Battle, Principal Beth Bellipanni, Assistant Principal Shawn Butler, 6th Grade Academy Administrative Assistant
District Staff:	Velma Johnson Mona Hopstein
Title I Staff:	Jason Hill, 7th Grade Math Shelia Gill, Reading Lab Tech Christopher Hooker, Math Lab Tech
Community Members <i>(include position)</i>	Officer King, Gulfport Police Department Heather Lindsey, Nurse Gulfport Central Middle School
District Homeless Liaison:	Velma Johnson

Others: <i>(secondary students, etc.)</i>	Victoria Thai, 8th Grade Student Bria Fells, 7th Grade Student
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B. Schoolwide Planning Summary

1. Briefly describe the process used to develop the schoolwide plan.

During the month of February 2013 the Title One Director for the Gulfport School District distributed a Comprehensive Needs Assessment that was to be completed by vested stakeholders to include administrators, teachers, students, and parents. Participants could respond to the survey via paper/pencil or the internet.

On May 14, 2013 a school-wide meeting was called where community members (including members of the community advisory panel), parents, teachers, and principals attended to discuss information surrounding Title One planning. The information gathered was used to share with faculty members so that an official plan of action could be written to address school-wide needs.

On May 6, 2013 Gulfport Central Middle School Title One Leadership Team met to review school data results from the Comprehensive Needs Assessment, and the expectations of the leadership that were based on collected data. Through an on-going process of written and verbal evaluations from all vested stakeholders—administrators, faculty, students, parents, and community members, the School-wide Title One Plan was developed. Feedback from test results and other data facilitated the continued mandatory after school tutorial with transportation provided, enrichment labs for math and reading, maintenance renewal for Scientific Learning along with the purchase of program headphones, renewal of maintenance agreement for Academy of Reading, renewal of license for USA Test Prep Common Core Version, Brain Bop, and the updating of desk top computers for instructional classrooms.

2. Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visits 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		
		plng. team	all staff	parents
7/18/13	Budget summary meeting/needs assessments	X		
8/5/13	Review of Act Explore/Plan data, review of ACT Aspire Data	X	X	
8/27/13	Open House, test results, expectations for all stakeholders. Annual Parent Meeting.	X	X	X
9/17/13	Introduction of math lab, reading labs, safety net program, mandatory after school tutorial	X	X	X
10/16/13	2013-14 School-wide Plan reviewed and revised with 2013 ACT Explore/Plan and Aspire data	X		X
2/14	Needs assessment administered to parents, faculty, and students	X	X	X
3/18/14	Planning meeting with planning team to formulate a plan that was based on data	X		
4/8/14	Annual Parent Planning Meeting	X	X	X
4/22/14	Follow-up planning meeting with planning team to continue to develop a plan that is based on data	X		

C. Communication

The planning team should closely coordinate with the rest of the school community during the planning process. Regular communication contributes to the development and implementation of a schoolwide program plan that is supported by all stakeholders. In this section, describe the process used to communicate with all stakeholders and how feedback was obtained from the various stakeholders.

1. Briefly describe the methods that were used to inform the entire staff, parents, community and district of the schoolwide planning team actions.

At Gulfport Central Middle School (GCMS), the faculty and staff are informed about the implementation of the school-wide program and strategies through email, daily announcements, commadore daily, and faculty/departmental/team meetings. We communicate with parents and community through written correspondences (i.e. bi-weekly news letters), student/parent orientation programs, onsite PTA meetings, Tuesday folders, and off site community meeting. We also use the marquee located in the front of the building, an automated calling system (Call-One) to inform the community, students, parents, and the neighborhood of events happening at Gulfport Central Middle. Each parent will also be provided via web a copy of the school site plan for reference and copies will be available in the parent center for parents and/or stakeholders who do not have access to a computer. In addition, the Board of Education for the Gulfport School District will receive a copy of the plan for their August board packet.

2. Briefly describe opportunities for feedback from these groups.

In general, feedback from stakeholders is solicited through surveys. These surveys are given to all Gulfport Central Middle School students, parents, and staff members during the spring of each year. However, opportunities for feedback regarding the Title One plan are also provided in conferences, faculty meetings, PTA meetings, general conversations with various stakeholders or in writing to the principal. Students will be provided an opportunity to respond to the plan through student organizations such as National Honor Junior Society, Student Council, Beta Club, and quarterly student academic assemblies.

3. What percentage of the stakeholders supports the completed Schoolwide Plan? 95%

D. Technical Assistance

Use the following table to document the technical assistance you received during the planning year.

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

Date	Provider	Type of Assistance
7/16/12	Federal Programs director	Technical assistance meeting during nuts and bolts
7/23/12	Federal programs director	Technical assistance during finance meeting
8/1/12	Federal programs director	Federal programs presentation during new novice teacher workshop
8/3/12	Federal programs director	Federal programs presentation during essential pieces
12/14/12	Federal programs director	Professional development discussion
12/17/12	Federal programs director	TA regarding amending SIG funds
12/20/12	Federal programs director	Distribution of Semi-Annual Certification forms
2/4/13	Federal programs director	Guidance regarding SIG tutors and Title One Personal
2/5/13	Federal program director	Distribution of inventory schedule and monitoring box schedule
2/6/13	Federal programs director	Title One Inventory Check
2/18/13	Federal program director	Guidance on SIG tutorial funds(possible amendment needed)
2/18/13	Federal programs director	DIP Notes Federal Programs Section (Carryover, Needs Assessments, Monitoring Box)
2/28/13	Federal programs director	Title One Monitoring Box
3/8/13	Federal programs director	DIP Notes Federal Programs Section (Budget, Monitoring, Title One on Demand)
3/13/13	Federal programs director	Amendment Clarification (wants to move all monies to travel)
4/18/13	Federal programs director	Memo regarding incentives
4/30/13	Federal programs director	Technical Assistance meeting for principals and bookkeepers
5/1-22/13	Federal programs director	Preliminary budget

5/17/13	Federal programs director	Memo regarding audit findings
5/23/13	Federal programs director	TA regarding documentation needed for school's citation

COMPREHENSIVE NEEDS ASSESSMENT

This section summarizes the results of the comprehensive needs assessment conducted by the school planning team and staff.

1. Provide a brief description of your school and the community in which your school is located.

Gulfport Central Middle School is a public, urban middle school located on the west side of Gulfport. The socio-economic status of the community in which Gulfport Central Middle School serves is low to low middle class. Over seventy-five percent (75%) of families are single parent households with average incomes that do not exceed \$20,000 or less per year.

Gulfport Central Middle School is one of two middle schools within the Gulfport School District, serving as an academic bridge between four of the District's elementary schools and Gulfport High School. Gulfport Central Middle School is designed to meet the unique educational/developmental needs of both the transitional elementary students to middle school (Nathan Walker Sixth Grade Academy), and the traditional educational and developmental needs of early adolescents found in the middle school setting (seventh and eighth grade). Gulfport Central Middle School stands out because of its school within a school concept; whereby, sixth grade students attend an academy that operates in accordance with the teaming concept. Meaning students attending the academy are divided into two teams and/or small interdisciplinary learning communities. The teams are designed to support a more nurturing atmosphere for our students who are transitioning through the very difficult and challenging stages of early adolescence. Classrooms are clustered together within the academy wing of the building. Each team is comprised of five teachers. Together, team teachers provide instruction in mathematics, language arts, science, social studies, and ICT.

In contrast, the seventh and eighth grade wings of Gulfport Central Middle School are designed to familiarize the traditional middle school student with teaming and various aspects of departmentalization. Like the Nathan Walker Academy, seventh and eighth grade teams are designed to support a nurturing atmosphere while exposing students to various aspects of departmentalization. Each team is comprised of five teachers. Both grade levels provide instruction in mathematics, language arts, science, social studies, ICT2 (Seventh Grade), STEM (Eight Grade), and various electives.

Gulfport Central Middle School has a sixth-eighth grade student population of approximately 553. Approximately ninety percent (94%) of all students are eligible for free and reduced breakfast and lunch. Gulfport Central Middle School has racial makeup of thirteen point two percent Caucasian (13.2%), eighty-three point two percent African American (83.2%), two point five percent Hispanic (2.5%), point seven percent Asian (0.7%), and point four percent USA Indian (0.4%). The school operates on a seven period 54-55 minute class schedule. Students who score significantly below the national average on the ACT Explore/Plan and for six graders the who score significantly below 86 in the District Comprehensive Exam are enrolled in enrichment labs, and all students participate in a school wide Accelerated Reader (AR) program and Academy of Reading Program and/or USA Test Prep (10-15 minutes twice a week in ICT/STEM classes).

2. Describe the process used to collect and analyze data across the five schoolwide planning dimensions: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.

The process used to obtain and analyze data was based on the individual school, grade level, teachers, various sub-groups, and skills. Students' class performance on unit common assessments, district common assessments, ACT Explore/ Plan data, and District Comprehensive assessment data for six grade were critiqued to determine any correlation in terms of academic strengths and weaknesses. This information is generally shared with the entire faculty and staff during professional development days and departmental meetings. Teachers are then required to analyze the data and determine class profiles, strengths and weaknesses by individual students, sub-categories, and skills. For example, GCMS failed to meet Adequate Yearly Progress (AYP) with special population students in the areas of math and English. Using MCT 2 data in correlation with ACT Explore/Plan and district common assessment data, the special education department was restructured to focus on math and English in the inclusion setting. In addition learning strategies was restructured in a fashion that allows special education teachers to address inclusion students academic needs immediately after a student have taken math or English. During learning strategies students are exposed to both common core standards (instruction in general setting) and ACT Explore/Plan instructional strategies/standards. District common assessment test data is critiqued and/or analyzed by the teacher to determine immediate skills and/or objectives that need to be addressed. Students take ACT style common assessments every four and a half weeks and teacher developed unit test (skilled based) every three weeks to determine their knowledge level. The results of the ACT style common assessments along with unit assessments are analyzed to determine student remediation needs via Achievement Series.

Furthermore, students scoring significantly below the national average on the ACT Explore/ Plan and significantly below the district average on the six grade comprehensive exam are placed into enrichment math or reading labs for the remainder of the year and/or until significant student academic improvement has been made, based on relevant data.

In addition to standardized test, a comprehensive needs assessment was provided for all stakeholders concerning school context and organization via various federal program surveys, in order to obtain feedback as it pertains to student achievement. Among these surveys are Parent Involvement/Perception Surveys, Student School Perception Survey. Other data analyzed was school generated reports such as average daily attendance, discipline records, test results from district and state tests (collected on the GSD Student Achievement Growth Chart and ACT Longitudinal Reports), personnel input, and perceived needs from administrators.

Professional development data is collected through feedback generated from Act Style district common assessments, unit skilled based assessments, and results from the ACT Explore/Plan and/or ACT Aspire/Six Grade Comprehensive Assessment). While assessment data serves as the cornerstone for all subsequent training, further professional development will occur. Other sources of data that is used to determine professional growth are classroom observation, teacher requested professional development opportunities that are researched based and supportive of district/school instructional goals, and perceived needs of school administration. In addition, observations and recommendations made by the Excellence Consultant Group will continue to be used to guide professional development activities.

The Title One planning committee at Gulfport Central Middle School collects data based on curriculum and instruction from Comprehensive Needs Assessments, Act style district assessments, unit skilled based assessments, ACT Explore/Plan results and/or Act Aspire /six grade comprehensive assessments, and input from the Department of Instructional Programs. Information from the mentioned sources is analyzed in terms of instructional strengths and weakness within the classroom. Results from this comprehensive analysis serve as the basis from which decisions are made regarding curriculum and instruction.

Gulfport Central Middle School's Title planning committee obtains data from a variety of sources as it pertains to Community and Parental Involvement. These sources of data include but are not limited to Parental Surveys, Parental Advisory Committees, Superintendent Advisory Committee, community walk-throughs, and information gained from the Gulfport Central Middle office suggestion box.

Data collected from the ACT Explore/Plan, ACT Aspire assessment, ACT style district common assessments, unit skilled based assessments, observations conducted by the IMPACT M-Star Training, Excellence Consultant Group, and teacher observations will continue to be used to determine if the programming meets the needs of all students. In addition, assessment data along with observations of both teachers, parents, and consultants from The Excellence Group but primarily IMPACT continue indicate that transportation for a mandatory after school tutorial program is vital in terms of students being provided the opportunity to receive additional help to sure up various areas of academic weakness. Furthermore, student and teacher absences, in addition to the high rate of poverty and the size of our special needs population merit the need for transportation for the tutorial program. Assessment data in the areas of math and language arts also indicates a continued need for the math and reading enrichment labs, the renewal of maintenance agreement for reading comprehension programs(Scientific Learning) to be used in the reading lab in addition to

Academy of Reading, the purchase of classroom computers to replace out data computers in the instructional setting , and the renewal of licenses for USA Test Prep, Brain Pop, and the maintenance agreement for Academy of Reading (reading fluency program) to aid students in the area of reading fluency and comprehension. Teacher feedback, the hiring of new instructional staff, along with the changing teacher evaluation instrument that places a greater focus on student engagement also will require continued professional development in regards to teacher training the implementation of common core and the overall understanding of the M-Star teacher evaluation instrument. Consultants from IMPACT will contact yearlong training session on effectively implementing common core and what it looks like in relation to the M-Star evaluative instrument.

The disciplinary data acquired from JPAMS and MSIS was analyzed by the leadership team. This data indicated a need for on-going community support and partnerships with various agencies and organizations such as Memorial Behavioral Health, Memorial Hospital Department of Human Services, Youth Court, Gulfport Naval Base Mentoring Program, and The Gulfport Police Department Mentoring Program. This data also indicated a continuing need for In School Suspension Personnel, school counselors, health clinic, school resources officers, and GREAT officers. The data also indicates that over age students continue to be a negative influence in terms of school climate; therefore, an on-going need for students to be placed in the Safety program. Moreover, and perhaps more importantly, the transition program supports the district’s and state’s efforts to reduce the dropout rate, providing yet another avenue for students to participate in an intense academic curriculum that will ultimately allow them the opportunity to graduate with their class.

3. **Strengths and Areas in Need of Improvement:** Use this section to summarize the key findings of the comprehensive needs assessment process. This section must be based on data gathered across the five dimensions in your Comprehensive Needs Assessment.
 - a. Attach the Data Collection Worksheets and the Data Analysis Summary.

Star Reading Results

Grade	Pretest Mean	Posttest Mean	Growth
6th Grade	4.9	5.4	+0.4
7th Grade	5.8	6.1	+0.3
8th Grade	6.5	6.8	+0.3
Average	6.0	6.0	+1.0

Star Math Results

Grade	Pretest Mean	Posttest Mean	Growth
6th Grade	5.4	5.5	+0.1
7th Grade	6.4	6.1	-0.3
8th Grade	7.1	7.4	+0.3
Average	6.0	6.4	+0.5

Voyager Math Results-Computation Fluency

Grade	Pretest	Posttest	Difference
6th Grade	18.6	48.8	+30.2
7th Grade	30.1	56.8	+26.7
8th Grade	28.8	48.4	+19.6
Average	39.5	45	+76.5

AIMS WED

Grade Level	Fall	Spring	Difference
6th Grade	128.3	141.3	+13.0
7th Grade	133.6	155.7	+22.1
8th Grade	139.6	151.2	+11.6

Scientific Learning

Grade Level	Pretest	Posttest	Difference
6th Grade	3.5	4.0	+.5
7th Grade	3.7	3.9	+.2
8th Grade	5.6	5.8	+.2

Summary:

According to information derived from student achievement growth charts and ACT Explore/Plan and the six grade District Comprehensive exam, a significant number of Central Middle School students continue to need intensive remediation in reading and math. Although the Star Math and Star Reading results showed marginal growth, the difference was not significant. Multiple teachers noted in various meeting that students engaged in the Star Reading/Math assessment appeared not to take the process seriously. Therefore, a greater effort is being made by the administration and staff to stress the importance of doing well on the Star Assessments.

The Voyager Math results showed significant gains for the sixth, seventh, and eighth grade. Results from AIMS WEB for the 2012-2013 school year showed improvement. Meanwhile, students participating in the Scientific Learning program showed marginal improvements; however, the instructors using the program noted that the headphones used limited the quality of the student's responses to the reading passages. Therefore, we will invest in a higher quality headphone for the upcoming school year. The Reading and Math Enrichment Labs will continue next year and will focus on students who scored significantly

below the national average on the ACT Explore/Plan and/or the six grade district comprehensive exam. In addition, students will participate in the Renaissance Learning Programs—Accelerated Reader, Accelerated Math, Voyager Math, USA Test Prep in the content areas of common core math and English, Scientific Learning and/or similar reading comprehension program, and the Academy of Reading.

To increase achievement, the following instructional strategies and/or programs will continue to be implemented: Learning Centers, Accelerated Reader and Math, Academy of Reading, Scientific Learning, USA Test Prep, Study Island, Brain Pop, Promethean Boards, Thinking Maps. Periodic meetings with district curriculum specialist in the department of instructional programs and representative from IMPACT, Voyager Math, Mandatory After school Tutorial, the Overage Transition Program (Safety Net School), the purchase computers and software for an additional classroom computer.

- b. Summarize the findings of the Comprehensive Needs Assessment by describing the strengths and weaknesses of your current program.

Strengths of the Current Program:

1. High quality and rigor of the instruction afforded to all students.

Faculty:

- 84% of teacher respondents indicated that GSD Delivery Systems professional development seminars are content specific, beneficial, and provide valuable strategies that can directly impact student learning and achievement.
- 95% of teacher respondents indicated that the content of professional development program targets student needs identified through a process of the collection and analysis of student/school performance data (action and research).
- 90% of teacher respondents indicated that teachers are observed randomly to determine their use of a teaching innovation and innovations' effects on students.
- 94% of teacher respondents indicated that instruction is modified based on student achievement data.
- 95% of teacher respondents indicated that teachers engage students in higher order thinking skills on a daily basis.
- 97% of teacher respondents indicated that the work teachers give to students in their classroom is purposeful and meaningful to students.
- 88% of teacher respondents indicated that in this school the primary emphasis is on teaching and learning.

Students:

- 95% of student respondents indicated that teachers ask questions to make sure everyone in class understands what is being taught.
- 78% of student respondents indicated that teachers are preparing them to handle issues and problems they will face in the future.
- 84% of student respondents indicated that teachers use different ways to help them learn.

- 80% of student respondents indicated that the work they do in class makes them think.
- 63% of student respondents indicated that they spend time doing work in class that they find meaningful.
- 80% of student respondents indicated that the principal or assistant principal often visit their class.

Parents:

- 90% of parent respondents indicated that they know what the school is focusing on to make improvements in student learning.
- 90% of parent respondent indicated that they are encouraged to be involved in the learning improvement process at the school.
- 97% of parent respondent indicated that teachers have high expectations for teaching and learning at their child's school.
- 100% of parent respondents indicated that their child is challenged to do his best at school.
- 100% of parent respondents indicated that teachers in their child's school set high standards for academic work and student behavior.
- 90% of parent respondents indicated that teachers in their child's school provide instructional activities that give students choices and provide opportunities for learning in more than one way.
- 90% of parent respondents indicated that the educational program offered to students at school is challenging.
- 90% of parent respondents indicated the work students do in school requires them to apply what they are learning to new situations

2. The number of specialized programs available to students who are identified as at risk. This includes but is not limited to: Math and Reading Enrichment Labs, Accelerated Reader and Math and the Academy of Reading, Scientific Learning, Mandatory After School Tutorial, USA Test Prep, Safety Net program, and the Blue School for students seeking a GED.

Faculty:

- 96% of teacher respondents indicated the school has successful preventive strategies for helping students at risk of school failure.

Student:

- 65% of students indicated their school has ways for students to solve their own problems (peer mediators, conflict resolution programs, active counseling, etc.)

Parent:

- 90% of parents indicated that students who struggle academically receive support services.

- 90% of parent respondents indicated families are assisted in establishing home environments that support children as students.
- 90% of parents indicated that parent-teacher conferences are productive and give specific information about their child's progress.

3. Technology that supports our mission to provide the best educational opportunities for all students.

Faculty:

- 75% of teacher respondents indicated that they value technology innovations.
- 75% of teacher respondents indicated that they value technology professional development.
- 76% of teacher respondents indicated that they have 1 Pentium 4 or better computer for Teacher use.
- 95% of teacher respondents indicated that they have a promethean or interactive whiteboard system in their classroom.

Student:

- Survey does not address this issue.

Parent:

- 90% of parents indicated that the school building and equipment support the instructional program.

Weaknesses of the Current Program:

1. Lack of positive relationships amongst students and adults. Lack of classroom management and sense of safety/belonging. However, the faculty will participate in Ruby Payne training and effective classroom management. In addition, more clubs will be implemented this year to encourage student participation and provide a sense of belonging to the school.

Faculty:

- 63% of teacher respondents indicated that they needed addition professional development on closing the achievement gap.
- 70% of teacher respondents indicated that they needed additional professional development on classroom management.

Students:

- 49% of student respondents indicated that they feel the principal is fair and honest.

- 50% of student respondents indicated that they feel the grownups at school care about them.
- 60% of student respondents indicated that they feel safe at school.
- 53% of student respondents indicated that teachers at school treat them fairly.
- 50% of student respondents indicated that they feel like they belong at the school.
- 40% of student respondents indicated that their teachers really know them.
- 43% of student respondents indicated that students in their school participate in setting goals for themselves, the class, and/or in parent/teacher conferences.

Parents:

- 90% of parent respondents indicated that the principal and other administrators in their child's school work to make sure the school has a safe, efficient, and effective learning environment.
- 97% of parent respondents indicated that administrators in their child's school act with integrity, fairness, and in an ethical manner.

2. Lack of instructional electives/student clubs, and the space and resources to fund current and needed elective programs. However, we have added additional levels of band and choir. We have also approved several additional clubs (i.e., Gamers Club, Robotics, and Annual Staff, Theater, Math Counts, Beta Club, National Junior Honor Society etc..) and more are in the discussion phase.

Faculty:

- Survey does not address this issue.

Student:

- Survey does not address this issue

Parent:

- Survey does not address this issue

3. Lack of parental involvement and communication between school and home. However, we have used the Bi Weekly News Letters, PTA Meetings both in the evening and community site locations, parent comment box, and One-Call, calling system, to inform parents of various school events and student academic/behavior concerns, and weekly Tuesday Folders, provides academic and behavior status of students on a weekly bases..

Faculty:

Survey does not address the issue

Student:

- Survey does not address the issue

Parent:

- 90% of parent respondents indicated they can say what the school is doing to improve student learning.
- 95% of parent respondents indicated the principal is active, involved, and easy to access.
- 69% of parent respondents indicated that they feel they have multiple opportunities to give input on major issues at the school.
- 90% of parent respondents indicated that they feel welcomed or comfortable at their child's school.

4. Prioritization of Needs:

- a. Briefly describe the process used to identify your highest priority areas needing improvement.

This was done through an ongoing process which entailed several meetings with the Title One committee and the leadership team; whereby, statistical data from test results were analyzed. In addition, the Title I committee and leadership team analyzed various reports, surveys, evaluations and classroom observations, along with faculty input to determine needed areas of improvement.

- b. Use the following table to list the highest priority areas needing improvement in each dimension. Reference specific data to support the identification of priority needs. If there are no needs in one dimension, indicate by entering “None at this time.”

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	<ul style="list-style-type: none"> •Increase students’ achievement in math, language arts, and reading •Enrichment labs •Mandatory After school tutorial •Transition programs-Safety Net Program • Renewal of agreement for the use of Scientific Learning, USA Test Prep and Academy of Reading • Purchase of updated classroom computers and needed software • Renew license for of USA Test Prep , Academy of Reading, Brain Pop and Accelerated Reader 	<ul style="list-style-type: none"> •District Test Results • ACT Explore/Plan results. Six Grade Comprehensive Exam Results, ACT Aspire Results •Progress Reports & Report Cards •Discipline Reports

<p>Professional Development</p>	<ul style="list-style-type: none"> •Lesson plan design and implementation to include appropriate common core teaching strategies and methods for providing differentiated instruction. •Lesson plan and implementation to include appropriate teaching strategies and methods for incorporating learning centers infusing common core and project base learning •Lesson plan and assessment design with a focus on backwards design as it pertains to common core/career pathways •Lesson plan design and implementation to include appropriate depth of knowledge (DOK). •Classroom management that involves teacher's ability to establish and consistently enforce school/class rules and procedures, teacher's ability to prevent disciplinary incidents and promote positive relationships on the campus (Ruby Payne's Model for preventing disciplinary infractions) •Infusing technology into the classroom through Promethean Boards (Activotes, Interactive Web pages, Flip chart, Graphing Calculators etc...) •Training for IMPACT in as it relates to M-Star and the teaching act. Focus on student engagement 	<ul style="list-style-type: none"> •Questionnaire and Personnel Evaluation •Questionnaire and Personnel Evaluation and Consultation from Department of Instructional Programs •20013ACT Explore/Plan results/Six Grade Comprehensive Assessment results and ACT Aspire results •GCMS ISS and OSS rates and general disciplinary data from JPAMS •Questionnaire and classroom observations, faculty input •AIMS WEB Data •Feedback from representative from IMPCT regarding implementation of common core as it relates to student engagement
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<p>School Context and Organization</p>	<ul style="list-style-type: none"> •Communication between all stakeholders and departmental/grade level collaboration •Implementation of student incentives related to student achievement and behavior. 	<ul style="list-style-type: none"> • ACT Explore/Plan results, District Assessments, faculty input, and classroom observations and evaluations •Student meetings •Comprehensive Needs Assessment and faculty input
<p>Curriculum and Instruction</p>	<ul style="list-style-type: none"> •Improve the teacher instructional capacity/proficiency and instructional delivery as it pertain to the common core standards/career pathways •Providing best practices for producing rigorous and relevant instruction as it pertains to common core standards/career pathways •Ensure that instruction is being implemented in a manner consistent with the M-Star evaluation tool-focus on student engagement 	<ul style="list-style-type: none"> •Classroom observations and evaluations via external and internal sources •Questionnaire and personnel external and internal sources •Post observation conferences with teachers •Training and observations form IMPCT representatives – along with members of the department of instructional programs •Sample instructional items

<p>Family & Community Involvement</p>	<ul style="list-style-type: none"> •Increase the effectiveness of communication between the home and school(bi-weekly newsletter, one-call phone system, inclusion of parents in the TST process) •Increase parental involvement in PTA Meeting and other school related functions •Tuesday Folders-provided to parents weekly as a means of giving them weekly academic and behavior reports on their child •Establish a Community Advisory Panel-provide PTA style meeting within the community off site •Number of students who exceed 20 days of absences. Number of students transferring within the school year. 	<ul style="list-style-type: none"> •Lack response on various surveys, number of parents not attending TST meeting, faculty feedback •Comprehensive Needs Assessment •Lack of parent participation at PTA Meeting and/or school related activities •ADA Reports/ Discipline Reports
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Inquiry Process

After determining the strengths and weaknesses of the current school programs, schoolwide planning requires that an inquiry process be conducted to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section, summarize the school’s inquiry process and findings:

1. Describe how the team and staff investigated and selected the best scientifically based research solutions. Include a description of how the staff:
 - a. Studied and investigated best practices and research
 - b. Visited and contacted successful schools and programs

(a) Based upon, classroom observations/evaluations conducted by school administration, and the Department of Instructional Programs, the GCMS administration in conjunction with district office curriculum specialist will continue research via the Internet, books, related articles (literature reviews), meetings with program representatives, professional development conferences, and careful study of schools who successfully implement common core standards using learning centers/corporative grouping infusing differentiated instruction into both lesson design and daily instruction. The administration as also hired the services of IMPCT to train teachers on what student engagement looks like in the classroom as it relates to common core and the requirements of M-Star. Based on information gained from research from the previous year, members of the administration and faculty will intensify efforts researching/investigating the pros and cons of Positive Behavioral Intervention and Support (PBIS). Again, this inquiry into best practice is being conducted via Internet research, books, related articles, conferences calls, conferences, and meetings with administrators and faculties of schools who have had experience with the successful implementation of PBIS. It's important to note that various elements of PBIS are currently being implemented through our Yacht Club and no discipline field days, grade level pride parties etc.... In addition, the administration and members of the leadership team will continue to research strategies and/or best practices for engaging students and families of poverty through Ruby Payne's A Framework for Understanding Poverty.

(b) With the help of the Department of Instructional Programs, IMPACT representatives, and through conversations with local school principals, the administration and selected faculty will discuss best practices with faculty members of other schools who have successfully implemented common core using learning centers/corporative grouping. During these discussions members of the administration and faculty will be able to ask probing questions, and if needed visit schools that have successfully implemented the previously mentioned teaching strategies.

2. Summarize how your solutions match your priority needs.

The solutions discussed in this document are directly linked to data and correlate to the priority needs of Gulfport Central Middle School. Our priority of needs center around providing the best educational opportunities for all students which include specialized programs to enhance the academic performance of at risk students, while not sacrificing the rigor needed for all students. Purchase of additional computers within the classroom, the renewal of Scientific Learning, USA Test Prep, Academy of Reading, Brain Pop, IMPACT Professional development services on the implementation of common core standards and M-Star, purchase of batteries for calculators, purchase of Gizmos, purchasing of Study Island for our special population students to be used during learning strategies, along with appropriate/sustained staff development will improve instructional strategies, instructional delivery, and student achievement technologies that foster hands on activities thereby increasing student engagement/academic achievement. The fact that a significant number of GCMS students continue to score below the national average on the Act Explore/Plan and below the district average on the six grade district comprehensive exam in both Language Arts and Mathematic indicates a critical need to continue to support our Math and Reading Enrichment Labs. These labs in conjunction with researched based programs such as Accelerated Reader and Math, Scientific Learning Voyager Math, and Academy of Reading will be utilized as Tier II interventions for students scoring significantly below the national average

on the Act Explore/Plan and/or the district comprehensive exam in math and reading/ language arts. In addition, transportation for mandatory after school tutorial will eliminate obstacles for students who need additional instructional support.

Schoolwide Program Strategies

A. Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. Remember that schoolwide programs encourage systemic change. The instructional program strategies should be based on the results of the Inquiry Process and on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation.

A schoolwide program must: *No Child Left Behind Section 1114(b)(1)(B)*

- Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement;
- Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum;
- Include strategies that meet the needs of historically underserved populations
- Include strategies to address 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 standards who are members of the target population;
- Provide instruction by highly qualified professional staff;

- Provide timely, effective assistance to students who experience difficulty in meeting the State's standards, including taking specific steps to involve parents in helping their children meet the standards;
1. Describe the key components of the math and reading instructional programs of the school. Describe how the mathematics and reading instructional programs will be organized and delivered in your whole school.

All students at Gulfport Central Middle School are enrolled in a math class, and language arts class. Language arts as it relates to the common core will encompass in-depth reading instruction. In addition all students at Gulfport Central Middle School will be enrolled in the Academy of Reading and USA Test Prep via ICT/STEM classes. Sixth grade students scoring within the district range of 86-100 or just below said range will be placed in the honors program. These students travel as a cohort to each academic class. Seventh grade students that score at or above or just below the national average on the ACT Explore in a given content area likewise will be placed in the advance program. Eighth grade students that score above or just below the national average on the Act Plan in a given content area will be placed in the advance program. .

Students who score significantly below the national average in math and/or reading on the ACT Explore/Plan for seventh and eighth graders and significantly below the district range of 86-100 on the six grade district comprehensive assessment are placed in enrichment labs in lieu of an elective. The administration in conjunction with district curriculum specialists will ensure that all teachers are using best teaching strategies and practices within the classroom daily. Teachers will continue to use differentiated instruction via learning centers/corporative grouping to address individual student learning styles. All students will participate in accelerated Reader daily. Math teachers will use Accelerated Math as a supplement to the math curriculum. The Reading Enrichment Lab teacher will use Academy of Reading and Scientific Learning and/or an additional reading comprehension program as part of the curriculum along with AIMSWEB, and Star testing to monitor growth of individual student reading skills. Also, all students will participate in the Academy of reading program. Seventh and Eighth grade students will access the program via the ICT2/ STEM class, and sixth grade students will access the program via the ICT1 class. The Math Enrichment Lab teacher will use Voyager Math and Star testing to monitor growth of math skills. Students who fail to master skills will receive tutoring via the mandatory after school tutorial program. Special population students will receive additional instructional support during learning strategies.

2. Describe the research based or evidence of effectiveness that supports the strategies you have selected.

Data collected from the researched based programs and trend data collected via Act style district common assessments, skilled based unit assessments, and ACT Explore/Plan and six grade district comprehensive longitudinal reports indicates that students who

consciously utilized the resources in the enrichment labs are showing significant academic growth.

3. Include suggested school instructional schedule.
See attachment for master schedule

4. Describe the components of the instructional program that will meet the needs of special populations. These can be services during the school day or extended learning time opportunities.

- Describe how services will be provided for your special education students.

Gulfport Central Middle School provides a variety of opportunities for our special education population. Students identified through Individuals with Disabilities Education Act (IEDA) are assigned according to grade level/teams with a focus on the tested areas of English and math. Special population students receive inclusion services in the areas of English and math. Immediately after or shortly after receiving inclusion services in English and math, students report to learning strategies; whereby, they are taught common core and grade level skills based on results from Act District style assessments and unit skilled based assessments. By assigning special population students according to grade level teams and focusing on English and math learning strategies classroom size has decreased dramatically increasing the opportunity for meaningful one-on-one instruction. Learning strategies teachers use resources such as common core standards, Mississippi Curriculum testing blue print, Study Island, and USA Test Prep.

- Describe how services will be provided for your English Language Learners.

Non English speaking students are administered the Sanford Proficiency Test to assess proficiency in the English language. Students who are identified to receive ELL services are paired with a tutor 52 minutes each day for additional instructional support. The ELL tutor also collaborates with regular education teachers to provide interpretative services and support.

- Describe how services will be provided to students that receive services from the Homeless Education program.

All students enrolling in Gulfport Central Middle School who are not legal residence of the school district must complete an affidavit which includes a homeless agreement. Individuals who are deemed homeless are provided additional instructional support to include counseling, tutoring, and intensive remedial services if needed.

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

During the first twenty days of school, all students who were retained the previous year or scored significantly below the national average in Math or reading Language Arts will be brought before the school's Teacher Support Team (TST). Tier II interventions will be directed to teachers and monitored by TST. Students who are over age in sixth and eighth grade are placed in an intensive and comprehensive transition program that allows them the opportunity to gain skills and knowledge to help them "catch up" with their peers. These students are identified in MSIS and monitored by the TST team. They are placed in enrichment labs to receive intensive help from staff and through researched-based

computer programs. Any student who fails to master skills in core subjects is placed in mandatory after school tutorial. In addition, students' progress is monitored/evaluated by teachers, curriculum specialist, and school administration via data collected on regularly scheduled test and class assignments.

Directions for Developing the Action Plan

B. Schoolwide Program Action Plan

The Schoolwide Program Action Plan must be based on the results of the needs assessment and the inquiry process. The Action Plan can serve as an effective tool 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.

MATHEMATICS IMPLEMENTATION/ACTION PLAN

Measurable Mathematics goal:

In the spring of 2014 the percentage of 6th grade will be delayed as we are plighting the excellence for all program. The percentage of 7th grade students meeting or exceeding the national average will increase from 60% to 70% as measured by ACT Explore. The percentage 8th grade students meeting or exceeding the national average will increase from 33% to 43% as measured by the ACT Plan.

School Profile data which relates to this goal:

(most recent Math ACT data used to create baseline for above academic goal)
 2013 6th Grade results will be reported once ACT Aspire results are made available
 2013 7th Grade ACT Explore data: 60% met or exceeded the national average, 40% scored below the national average
 2013 8th Grade ACT Plan data: 33% met or exceeded the national average, 67% scored below the national average

Description of how student progress toward this goal will be measured: (local math assessments)

Regularly scheduled Act style district assessments and unit test, classroom assignments to include projects and student portfolio grades, school generated progress reports, report cards, analysis of longitudinal reports, reports generated through the Mississippi Assessment and Accountability Reporting System, and Star Math Assessments.

Description of procedures for reporting student progress toward this goal to parents:

Parents will be kept abreast of their child’s academic progress through mid-term progress reports, nine week report cards, students’ results on district assessments, unit test, Tuesday folders, Edline, and parent conferences.

<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<u>Instructional Strategies</u> To Support this Goal					
Identify students who score Below the national average Place students in Labs with Computer Lab Tech	Administrative staff and counselors	August 19, 2013 May 2014	Technical Asst. Resources: Buckle Down, Voyager Math, Accelerated Math/Star Math Lab Tech Teacher State Frameworks, District Pacing Guide	Increase in students Exceeding the national average on ACT Increase number of students passing math Improved test Results and student class pass rate Improved test results/overall academic performance	Report Cards Results for on district and unit assessments Results from Act Explore/Plan Report Cards/ Increase number of students passing math courses ACT Results and District Assessments.

Mandatory after school tutorial and transportation	Principal, Designee	August-May	Certified Teachers	Improve academic Performance. Improved student moral	Results ACT Explore/Plan Results and District Assessments District and Unit Assessments
Rewards Academic/Achievement	Principal/ Designee, Certified Teacher Students	August-May	Certified Teacher/v Student suggested awards	Infuse hands on technology in the Classroom to Improve Achievement	District Assessments, daily work District Assessments and results from, ACT Explore Plan results
Purchase of Graphing Calculators batteries	Department Head, bookkeeper	August-May	Graphing Batteries	Improve academic Achievement in the Core subjects	District Assessments and Act Explore/Plan Results
Safety Net Program	Principal/Designee Safety Principal School Personal	August –May	Certified Teacher Safety Net Staff	Improve Academic achievement in math and Language arts	District Assessments Special Population report
USA Test Prep	Certified Teacher	August-May	Certified Teacher Computer	Improve academic Achievement in the area of Math	Report cards/ACT results District Assessments, Report Cards, ACT results
Purchase of Study Island	Special Education teachers Principal, Bookkeeper	August-May	Certified Special Population teacher Certified teachers and Teacher assistants	Improve academic achievement in the area Math Improve academic achievement math/reading	ACT Explore and Plan results
Purchase of Computers	Principal	August-May	Certified Teacher		

<u>Strategy, Method, or Action</u>	<u>Who is Responsible?</u>	<u>Timeline</u>	<u>Resources</u>	<u>Evidence</u>	<u>Evaluation Methods</u>
What will you do?	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?

<p>Professional Development To support mathematics To support mathematics</p> <ul style="list-style-type: none"> Lesson plan implementation to include appropriate teaching strategies and methods for common core stands/career pathways incorporating learning centers infusing differentiated instruction. Lesson plan design implementation to include appropriate higher order thinking silks (DOK) <p>Training on effective implementation of common core stands and M-Star evaluation tool focus on student achievement via IMPACT consultants</p> <p>Lesson plan and assessment design that utilize the Backwards design approach</p> <p>Provide training for Accelerated Math , Voyager Math, Study Island, Scientific Learning and USA Test Prep</p>	District Curriculum Specialist, and Building Level Administrators	Aug.2013-May 2014	District Level Funds and Title One Funds District curriculum specialist, various literature, district assessments	Increase number of students meeting or exceeding the national average on ACT	Report Cards District assessments, Act results
	District Curriculum Specialist	August 2013-May-2014	District Assessments, Student feedback	Increase number of students passing math	ACT Explore/Plan Results
	IMPACT	August 2013-2014	Title One Funds	Increase number of students passing math via improving the teaching act	Report Cards, district assessments , weekly, mixed practice test, ACT Explore and Plan results, ACT Aspire Results
	District Personal, Computer Lab Tech	August 2013-May 2014	District Funds	Increase number of students passing math/English	Report Cards, district assessments, ACT Aspire results ACT Explore/Plan results
	District Personal, Principal	August 2013-May 2014		Improve teacher capacity; thus, improve student achievement	Lesson plans and assessment design, district assessments Act Explore/Plan results
	Principal or Designee Program Trainers, Certified Teachers			Increase teacher capacity and improve student learning	Effective program implementation, ACT Explore/Plan results, ACT Aspire results

<p>Parent Involvement Activities To support mathematics Notify parents of ACT results as well as district assessments. Invite parents to school events; whereby, student progress specifically in math is discussed.</p> <p>Establish a Community Advisory Panel</p>	<p>Administrative Staff, Department Heads Department Heads, Counselors</p> <p>Principal/ department heads, business leaders/community leaders</p>	<p>August 2013-May 2014</p> <p>2013 School Term-on going</p>	<p>Title 1 Funds/District Funds</p> <p>Title 1 funds</p>	<p>Increase in the number of students meeting or exceeding the national average Increase in the number of students passing grade math Increase in parent participation-call logs, conferences, etc</p>	<p>ACT Expore/Plan results, ACT Aspire results District assessments Report Cards/Progress Reports Administrative Observations</p> <p>ACT2 results, Report Cards, parent participation, decrease discipline rate</p>
<p>Other: (please specify)</p>					

READING IMPLEMENTATION/ACTION PLAN

Measurable Reading Goal:

In the spring of 2013, the results for 6th grade will be delayed as we are plighting for the excellence for all program. The percentage of 7th grade students meeting or exceeding the national average will increase from 40% to 50% as measured by ACT Explore. The percentage of 8th grade students meeting or exceeding the national average will increase from 37% to 47% as measured by ACT Plan.

<p>School Profile data which relates to this goal: (most recent Reading ACT data used to create a baseline for above academic goal) 2011 6th Grade results will be delayed until ACT Aspire results become available 2011 7th grade ACT data: 40% of students met or exceeded the national average, 60% below the national average 2011 8th grade Act data: 37% of students met or exceeded the national average, 63% below the national average</p>					
<p>Description of how student progress toward this goal will be measured: (local reading assessments) Regularly scheduled district assessments, classroom assignments to include projects and portfolios, school generated progress reports, report cards, analysis of longitudinal reports, reports generated through the Mississippi Assessment and Accountability Reporting System and Star Reading Assessments.</p>					
<p>Description of procedures for reporting student progress toward this goal to parents: Parents will be kept abreast of their child's academic progress through mid-term progress reports, nine week report cards, students' results on district assessments, Tuesday folders, Edline, and parent meetings.</p>					
<p><u>Strategy, Method, or Action</u> What will you do?</p>	<p><u>Who is Responsible</u> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><u>Timeline</u> When will this strategy or action begin and end?</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><u>Evaluation Method</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><u>Instructional Strategies</u> To support reading</p>					
<p>Identify students who score below the national average on ACT assessments Place students in Reading Labs with Computer Lab Tech</p>	<p>Administrative Staff and Counselors Computer Lab Tech</p>	<p>August 19, 2013 May 2014. August-May</p>	<p>Certified Teacher and teacher assistant. Accelerated Reading Academy of Reading/Scientific Learning</p>	<p>Increase in students scoring above the national average on ACT Increase number of meeting or exceeding the national average 6th grade reading, 7th/8th grade reading/language</p>	<p>Report Cards Results for district assessments Results from ACT longitudinal Reports Report Cards/</p>

Mandatory after school tutorial and transportation	Principal, Designee, Teachers	August-May	AIMS Web, Star Reading Certified Teacher State Frameworks, Common Core curriculum	arts. Improved test Results and student pass rate	Increase number of students passing Reading/ Language course District assessments. ACT Explore/Plan results
Rewards Academic Achievement	Principal or Designee, Certified Teachers, Students	August-May	Certified Teacher Student suggested Awards,	Improved test results/overall academic performance Increase student Moral Improve academic performance	District assessments ACT Explore/Plan results ACT Aspire results Daily assignments, Report cards, district assessments
Safety Net Program	Principal/Designee Safety Net School Personal, Site Personal	August-May	Certified Teacher Transitional Staff	Improve Academic Achievement in The areas of Reading and Math.	District assessments, Student portfolios, ACT assessments
USA Test Prep	Certified Teachers/ Students, Principal, Parents	August-May	Certified Teacher Computers	Improve Academic Achievement Reading and Math	District assessments, ACT assessment results
Renewal Scientific Learning Renewal of Academy of Reading License	Principal, Book keeper Certified teachers, Teacher assistant	August-May	Certified classroom Teachers/ Computer Lab teacher, Title One Funds, District Funds	Improve Academic Achievement Reading math	district assessments, ACT assessment results

<u>Strategy, Method, or Action</u>	<u>Who is Responsible?</u>	<u>Timeline</u>	<u>Resources</u>	<u>Evidence</u>	<u>Evaluation Methods</u>
What will you do?	Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?

<p>Professional Development To support reading to support reading language arts</p> <p>Lesson plan implementation to include appropriate teaching strategies and methods for common core standards/career pathways incorporating learning centers infusing differentiated instruction. Training on Common Core standards and M-Star state evaluation instrument</p> <ul style="list-style-type: none"> Lesson plan design implementation to include appropriate higher order thinking silks (DOK) <p>Lesson plans and assessments with an instructional focus on backward design</p> <p>Lesson plan design that utilize test data (, district and unite test) to drive instructional planning</p> <p>Provide training for Academy of Reading, Star Reading , Scientific Learning etc., and AIMSWEB</p> <p>Site level professional development-training on the M-Star State teacher evaluation tool as it relates to effective common core instruction. Training on common core-what it should look like in the classroom</p>	<p>District Curriculum Specialist, Building Level Administrators, IMPACT</p> <p>District Curriculum Specialist</p> <p>District Personal, guidance counselors, Program trainers, Computer Lab Tech</p> <p>Administrators and Certified Teachers</p>	<p>2013-14 school term</p> <p>May- August</p> <p>August-May as needed</p> <p>On-Going</p> <p>On-Going</p> <p>August-May training will take place whole group and by content area</p>	<p>District Level Funds and Title 1 Funds District curriculum specialist, various literature, district assessment results</p> <p>District assessment results, Student feedback</p> <p>District Personal,</p> <p>District curriculum specialist, teachers, administrators, District funds</p> <p>Title 1 and District Funds</p> <p>Title 1 Funds</p>	<p>Increase number of students scoring above the national average on Act assessments</p> <p>Increase number of students passing 6th-8th grade reading/language arts</p> <p>Increase the number of students passing Reading</p> <p>Increase number of students passing Reading/language Arts</p> <p>Increase teacher capacity and improve student achievement</p> <p>Increase students reading fluency and comprehension</p> <p>Increase teacher capacity as it relates to M-STAR and the proper implementation of common core-student centered instruction</p>	<p>Report Cards District assessments results &ACT Explore/Plan results</p> <p>Report Cards, district test, ACT Explore/Plan results</p> <p>Report Cards, district test, ACT Explore/Plan results</p> <p>Lesson plans, assessments, district assessments and ACT results</p> <p>Lesson plan design, district assessments, and ACT assessment</p> <p>Lesson plan design, student work and instructional conversations in terms of students discussion with other students about the work-using txt based evidence to support a given point of view</p>
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<p>Parent Involvement To support reading Notify parents of ACT results as well as district assessment results.</p> <p>Invite parents to school events; whereby, student progress specifically in reading is discussed</p>	<p>Administrative Staff, Curriculum Specialist, Department Heads</p>	<p>August 2013-May 2014</p>	<p>Title 1 Funds</p>	<p>Increase in the number of students scoring above the national average on ACT assessments Increase in the number of students passing 6th-8th grade reading/language arts Increase in parent participation-call logs, conferences, etc.</p>	<p>ACT Explore/Plan results District assessments results Report Cards/Progress Reports Administrative Observations</p>
<p>Organization/Scheduling Strategies</p> <p>To support reading Students in grades 6th- 8th use the academy of reading via ICT/STEM for 10-15 minutes and USA TEST Prep In addition, 6th – 8th grade operates on a teaming concept.</p> <p>All students 6th-8th grade scoring below the national average on ACT are enrolled in Enrichment Reading Lab. Students in those labs use Academy of Reading and Scientific Learning. All students participate in Accelerated Reader, AIMS WEB, and Star Reading.</p>	<p>Reading Teachers, Language Art Teachers, Administrative Staff, Guidance Counselors</p> <p>Computer Lab Tech/ certified teachers</p>	<p>August 2013- May 2014.</p> <p>August-May</p>	<p>Certified Reading Teachers, Certified Language Art Teachers Accelerated Reading, AIMS WEB, and Star Reading</p> <p>Scientific Learning/ Academy of Reading/Accelerated Reading/ Star Reading/ AIMS WEB</p>	<p>Decrease in number of students scoring below the national average on ACT</p> <p>Increase in the number of students passing 6th-8th grade reading, and language arts</p> <p>Increase the number of students passing language arts</p>	<p>Report Cards</p> <p>Results from district assessments.</p> <p>Longitudinal Reports</p> <p>ACT Explore/Plan results</p> <p>Report Cards/ district assessments, and ACT Explore/Plan results</p>
<p>Climate/Behavior Strategies To support reading All student participate in Accelerated reading 15 minutes prior to school starting All language arts/social studies</p>	<p>Administrative Staff, Department Heads, District curriculum specialist</p>	<p>August 2013- May 2014</p>	<p>Certified Reading Teachers Accelerated Reading Star Reading Scientific Learning AIMS WEB</p>	<p>Improved student performance</p>	<p>Lesson plans Student pass/fail rate district assessments. ACT Explore/Plan results</p>

<p>teachers meet weekly to discuss instructional strategies for incorporating reading and language arts. History teachers will also incorporate reading none fiction into their classes</p>	<p>History teachers and English teachers</p>				
<p>Other: (please specify)</p>					

C. Monitoring and Evaluation of Student Progress

1. Briefly describe the uniform local assessments the school will use to monitor student academic progress during the school year for each grade level.

Every four and a half (4 1/2) and nine (9) week period students participate in district-wide summative ACT style assessments. These tests are offered in the areas of Reading, Writing, Math, Language Arts, Science and History. In addition to the summative assessments students will also participate in unite skilled based assessments every second, sixth, and eighth week and/or otherwise determined by grade level teachers. Students will also be assessed via ACT Aspire and/or District Comprehensive Exam (six grade only), the ACT Explore/ ACT Aspire (seventh grade students only) and ACT Plan (eighth grade students only), to determine an approximant ACT range score and to provide information in terms individualize student career interest. These district assessments offer real-time data to teachers and principals through the use of Scantron's web-based Achievement Series assessment program. Teachers and principals are able to organize data into a variety of meaningful charts and graphs to help make data-driven instructional decisions about students, make more precise interventions at student's points of weakness, and share performance data with parents. The district's teachers and curriculum specialist, through achievement series and performance based grading rubrics, have the capabilities to create criterion referenced tests and projects administer them using paper/pencil or via the web. At each K-8 site, teachers are encouraged to create and administer a weekly mixed practice assessment to monitor skill/objective attainment in a more informative manner. Teacher form both Middle Schools will also develop two departmental projects per nine weeks to be assessed using an agreed upon grading criteria. Moreover, students will also participate in one cross curriculum project per nine weeks using an established grading rubric. Teachers use these results to make adjustments to instructional plans and teaching strategies. Assessment data also provides teachers with data to improve the intervention and acceleration processes for struggling and gifted students.

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

During the first twenty days of school, all students who were retained the previous year or scored significantly below the national average in a given content area on the ACT Explore/Plan and/or ACT Aspire, and the ACT Aspire and/or the district comprehensive exam will be brought before the school's Teacher Support Team (TST). Tier II interventions will be directed to teachers and monitored by TST. In addition, students will be assessed via summative ACT style test, unite skilled based test, departmental projects, and cross curriculum projects, the ACT Explore, ACT Plan, ACT Aspire, District Six Grade Comprehensive Exam, and AIMS WEB to monitor skill attainment and career interest in a formative manner. Teachers will use assessment results to make adjustments to their instructional plans and teaching strategies. Assessment data will also provide teachers with critical information to improve the intervention and acceleration processes for students experiencing difficulty mastering skills and standards. Furthermore, teachers in the

enrichment labs will use researched based resources such as AIMS WEB, Accelerated Math, USA Test Prep, Study Island, Accelerated Reader, Voyager Math, Academy of Reading, and Scientific Learning to increase student achievement in the areas of weakness and monitor student progress to make necessary adjustments to instructional plans. Note, students scoring significantly below the national average on the Act Explore/Plan/ACT Aspire and/or Six Grade Comprehensive Exam /Act Aspire are placed in the enrichment labs along with any other student needing such intensive services.

D. High Quality Staff and Professional Development

A schoolwide program is 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 student performance, and how to improve students' performance and the overall instructional program.

ESEA requires that teachers and paraprofessionals who instruct in core subject areas must meet the highly qualified staff requirements or be working towards meeting the requirements.

Include the professional development plan for the entire school. Regardless of the funding source, all professional development activities should be included, because a schoolwide program is a whole-school effort.

Professional development activities should support the schoolwide program goals and activities. Teachers, paraprofessionals, specialists, and administrators should be involved in the training activities. Include a tentative training schedule, if possible.

1. List the professional development activities the school will implement to develop the schoolwide plan. If the team has created a professional development calendar, include the calendar. (see attachment for professional development calendar)

- Classroom management and differentiated instruction
- Ruby Payne teaching students of poverty
- Thinking Maps
- Working with advance students/Depth of Knowledge
- ACT Explore/Plan Strategies
- Literature Circles and Socratic Questioning
- Differentiated Instruction incorporating/infusing learning centers and corporative learning through Common Core
- Instructional Planning Assessments via Backwards Design
- Authentic Engagement with Common Core Standards
- M-Star teacher evaluation training as it relates to common core instruction

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 activities listed above will be used to improve student achievement by providing teachers with classroom management techniques-emphasizing relationship building and content knowledge; researched based strategies and techniques in terms of instructional delivery and student engagement (i.e., infusing technology and learning centers), and in general proven methods of producing quality instruction with an emphasis on common core standards and career clusters.

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.

Support and follow-up to professional development is provided to teachers school- wide and on an individual basis by district level curriculum specialist, department heads, and site level administrators. In addition, teachers' lesson plans and assessments are checked for differentiated instruction, appropriate DOK levels, implementation of common core standards, and overall student engagement. Administrators also monitor/evaluate teachers' instructional growth via formal and informal classroom observations.

E. Parent and Family Involvement

One of the advantages of the schoolwide program is the opportunity to use Title I resources to support activities for all parents. These activities should relate to the student academic goals as much as possible and should include activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

The schoolwide program must:

- Create effective involvement of parents and conduct conferences with the parents of students who have not met academic standards, and
 - Incorporate use of the parent-school compact, which must be attached to this plan.
1. Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning. These strategies should also be found in the Action Plan.

Parents are notified of student progress and/or school activities through face-to-face conferences, One-Call, phone calls, home visits, bi-weekly school newsletters, marquee sign, face book, and Tuesday folders all in an effort to increase the opportunity for meaningful parental involvement. In addition, parents of students scoring significantly below the national average on various ACT and the District six grade comprehensive assessment, being placed in the safety net program are invited to attend a meeting to learn more about their child's placement in enrichment labs or the safety net program(s). In advance of the meeting, letters and follow-up phone calls are made to parents explaining the purpose/goal of the meeting and the importance of their attendance. All parents are also invited to attend ACT Explore/Plan prep meeting(s), one week before students take the test. During this meeting, parents receive information about the ACT Explore/Plan and ACT Aspire, goals for the school and recommendations for preparing their child for test days.

PTA meetings/Open Houses/Annual Parent meetings will occur on the campus of Gulfport Central Middle School so that parents can see their child's work, speak with teachers and maintain an active role in their child's education. Quarterly PTA meeting will also be held within the community at various locations. Moreover, parents are also encouraged to visit the school and even attend class with their child periodically.

2. Briefly describe the process used to develop and implement the Parent Compact.

Gulfport Central Middle School's Compact Letter was developed by a committee of vested stakeholders and revised and updated each year. The building administrator, parents, students and other stakeholders all sign the compact letter to take responsibility for the shared goals and vision of the school.

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

Parents are contacted via written notification and/or phone call requesting conferences to discuss their child's academic progress and/or TST concerns. Conferences will be scheduled so that this information can be conveyed with parents and students in a way that is clear and concise. During the individual conferences, the parents and the child meet with their child's teachers. Each teacher provides information regarding their class and how they will address the child's weaknesses. Parents of students placed in enrichment programs are invited to a meeting at the school during which time the Enrichment Labs, and transition classes are discussed in detail.

4. Attach a copy of the school/parent compact in relevant languages. (see attachment)

F. Coordination

1. Describe how the schoolwide program will coordinate transitions for preschool children into primary, where appropriate. Headstart, EvenStart, and Pre-Kindergarten must be addressed, if applicable. (Not Applicable)
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.

The sixth grade academy administrative assistant along with school counselors will meet with the leadership of our feeder elementary schools. During this meeting, academic courses will be discussed specifically prerequisites for entrance into the academy's honors program and those for individual students being placed into enrichment programs as well as the safety net program. The sixth grade academy administrator aided by school counselors, along with the leadership of feeder elementary schools will then use District assessment data along with ACT Aspire data, disciplinary data, and other pertinent information to recommend students for remedial or honors coursework. Additionally, auxiliary teachers such as Strings, Choir, and Band, will meet with fifth grade students to discuss their respective programs and test students for entrance.

Furthermore, students transitioning from fifth to sixth grade participate in an orientation program in March. During the orientation program students are informed of the expectations of the administrative staff at Gulfport Central Middle School. Additionally, in August of each year, parents and students are reminded of those expectations in a brief open house/orientation program and tour of the school.

In July, eighth grade students participate in an orientation program at Gulfport High School. Selected high school students along with the Ninth Grade Principal also meet with eighth graders during the school year to discuss academics and expectations of Gulfport High School. Guidance counselors from Gulfport High School also visit Gulfport Central Middle School in the Spring to discuss course registration with the eighth grade class.

3. Describe on-going coordination with other community programs and agencies such as homeless education or neglected/delinquent programs.

Gulfport Central Middle School engages in a on-going relationship with the Gulfport Police, Memorial Hospital of Gulfport, Memorial & Gulf Coast Counselors, and The Naval Base. The Gulfport Police Department has two school resource officers housed at Central Middle. These officers provide the school with programs such as GREAT and PAL to teach students skills that will enhance their productivity. Gulfport School District provides a school based nurse and clinic. The school nurse attends to approximately 60 students daily for minor aches and pains, daily medication, and serious illnesses. Finally, the Naval Base, Sea Bees, have established a mentoring program at Gulfport Central Middle that stresses self-discipline and academic motivation.

4. Describe district support for the schoolwide program implementation. Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.

The district/state and federal budgets work together to make the total school program work effectively and efficiently. The district provides fiscal support for the school-wide program through the district maintenance budget, grants, and local funds. The district/state budget maintains the overall academic program by providing personnel, textbooks, facilities, and maintenance. The district/state budget also provides for professional development and materials/supplies for teachers and students. The federal programs budget acts to supplement the district/state budget. The federal programs budget assists in supplementing reading, mathematics, and language arts programs. In addition, it provides the foundation for academic programs and federal funds used to supplement personnel, materials, and equipment required to ensure that students receive a quality education, and student academic rewards.

Also, the Department of Instructional Programs works closely with principals and teachers to offer high quality professional development opportunities to teachers based on the annual professional development needs assessment. Support for the total school-wide program is given in a variety of forms: district administrative meetings, individual technical assistance meetings, and written communication. The district's strategic plan, professional development plan, SACS school improvement plan, and School-wide plan support each through the use of corresponding goals and action plans. The funding sources listed above provide the fiscal means to carry out the overall school achievement and safety objectives.

G. Evaluation and Ongoing Program Development

1. Describe how and when the ongoing implementation of the schoolwide program will be evaluated and adjusted as needed.

The ongoing implementation of the school-wide program will be evaluated for adjustments by the leadership team, planning committees, and staff after receiving the 2013ACT Explore/Plan results. A follow-up evaluation will also take place by stakeholders at year end. The committee will revisit the goals of the plan to evaluate progress and/or success. The Needs

Assessments, Gulfport School District (GSD) Growth Chart and ACT Longitudinal Reports along with discipline, attendance, and other student progress reports will be used to determine success of the program. The program may be adjusted through the consensus of the planning committee at this time if necessary.

2. Describe the process to be used by the school and district to annually review and update the schoolwide program plan to ensure that progress is being made toward the goals of the plan.

Gulfport Central Middle School planning committee will meet to review and update the school-wide program. A comprehensive needs assessment will be given to vested stakeholders (students, teachers, and parents) in February. Based on the Needs Assessment Survey, the GSD Student Achievement Growth Chart and ACT Explore/Plan results along with discipline, attendance, and other student progress reports, the committee will decide if progress is being made toward the goals of the plan. Adjustments, if necessary, will be made accordingly.

Fiscal Requirements

Fiscal Resources

One of the advantages of the schoolwide plan is the opportunity to combine funds and programs. Reauthorization permits schoolwide programs to incorporate funds from state, local, and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population for each of these programs. To create a well-designed schoolwide plan it is imperative to know which funds are available to the school.

Schoolwide Programs are required to describe:

- How Title I funds and funds from other sources will be used to implement the schoolwide plan
- How Title I funding will supplement state and local funding

Funding Sources

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Funding Source	Amount	Describe how funds will support Schoolwide Program goals
District Funds	\$46,256.00	Purchase materials, supplies, and additional resources for math, language arts to include reading. This does not include salaries.
Title I, Part A	\$173,698.00	Supplemental Adequate Education

		<p>Programs; Provides specialize programs for at risk students; Purchase materials, supplies, technology equipment, online instructional programs(i.e., USA Test Prep, AR, Academy of Reading, Reading Scientific Learning Study Island, Gizmos etc..) classroom computers, and/or technical assistance, additional resources for math and language arts to include reading.</p> <p>Instructional Travel for specialized programs for low performing/at-risk students; travel for professional development. . Students receive intensive services in the areas of reading and math.</p> <p>Salaries are also included for the enrichment labs and math teacher. Funds are also used to provide students with various rewards for academic and behavior performance. Funds for math teacher.</p> <p>Funds are also allocated for professional development (i.e., IMPACT etc...)</p>
Title I, Part C		
Title II, Part A		
Title III		
Title IV		
Title VI		
Other		Contracted Services, Teachers

A. Uses of Funds

Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table on page 19 will be used to support the schoolwide plan.

Gulfport Central Middle School is allocating Title I funds to employ Reading Computer Lab Teacher, Math Computer Lab Tech, and a math teacher.

Title I monies will also be used to purchase computer equipment, install technology, purchase computer furniture, various online programs, and software at GCMS. Graphing calculator batteries, and enrichment program (i.e., USA Test Prep, Brain Pop, Tech Support-Academy of Reading, Scientific Learning, and Study Island (school improvement monies used). Students in the sixth, seventh, and eighth grade who score below the national average on ACT assessments will be scheduled to take either a Reading Enrichment Lab class or Math Enrichment Lab class, depending on the students' greatest need.

In addition, Title I monies will be used to fund transportation cost for mandatory after school tutorial program, and various student rewards for academic and behavior achievement. Mandatory after school tutorial is a program whereby students who are failing and/or at risk of failing are required to stay one or more days after school for additional instructional help. The purpose of providing transportation is to eliminate a socio-economic concern/obstacle determined by vested stakeholders. The transition program for overage eighth graders was established to aid in the districts dropout prevention program and to address the negative social impact/influence overage students have on students in the middle school setting. The safety net program is housed at another site within the district. Students participating in this program will spend the academic day at an alternate site receiving instruction in the core areas of English, math, science, and history. Title One monies will also be spent on various student rewards for academic and/or behavior.

In seventh and eighth grade reading and English are combined into Language Arts. However, due the fact that ACT Explore/Plan data indicates that GCMS' students continue to struggle significantly in the area of reading/reading comprehension, in the sixth grade, students will be enrolled in the Academy of Reading via ICT separate from English. Separating the classes will allow for teachers to focus more intensively on the fundamentals of reading skills/objectives; in turn ensuring that students are better prepared academically for the rigor of seventh and eighth grades.

2. Complete the Schoolwide Program Budget Summary and include with each schools' schoolwide plan. (*Please see worksheet 7 in the Budgetary Documents of the CFPA.*)

Reminder:

Districts are required to demonstrate: (ESEA 1120A Fiscal Requirements):

- **Maintenance of Effort** with state and local funds in schoolwide programs,
- **Supplement not Supplant** and
- **Comparable services**

Supporting data for the Schoolwide Plan

- **Data Collection Sheets (samples only)**
- **Summary of Survey Data**
- **Summary of Relevant Assessment Data**
- **Prioritization of Needs**
- **School Instructional Schedule**
- **Professional Development Calendar (or schedule)**
- **School Parent Compact**
- **School Parent Involvement Policy/Plan**