
Title 1 School-Wide Plan
Continuous School Improvement Plan
Fort Mohave Elementary School
2017-2018
Planning Team Members

Patrick Turco	Administrative Principal
Shanon Ferguson	Academic Principal
Jenny Proa	Pre-school Teacher
Tiffany Higgins	Kindergarten Teacher
Larah Obus	1 st Grade Teacher
Teri Jo Jensen	2 nd Grade Teacher
Jolee Andrade	LRC SPED Teacher

Fort Mohave Elementary School

Mohave Elementary School District #16	Mohave County
1760 Joy Lane Fort Mohave, AZ 86426	Phone: 928-768-3986 Fax: 928-768-8075
Title I School? YES- School wide	
Administrative Principal: Patrick Turco turcop@mvdistrict.net	Phone: 928-768-3986 Fax: 928-768-8075

Needs Assessment Tools Used:

In conducting our needs assessment, we used the following tools:

- DIBELS Data
- AZELLA Data
- District assessment Data (Galileo)
- PBIS Behavioral Data
- AZLearns Calculations
- School Improvement Rubrics (full rubric completed in 2016)
- Attendance Data
- District Parent Survey
- Title II Staff Professional Development Survey
- District Teacher-Observation Tool Data
- Student Survey

Needs Assessment Summary

Fort Mohave Elementary School is located off of Joy Lane in Fort Mohave, AZ. The district qualifies for the district wide free breakfast and lunch program. The school experiences an exceptionally high transiency rate. From July, 2016 to May, 2017, the school experienced 122 gains and 100 losses out of 347 students. The racial breakdown of our students is as follows: White 68%, Hispanic 24%, a very small population of African American, Native American and Asian American students. A significant amount of students who enter the FMES Kindergarten program attend either the district's or community pre-school programs.

The district's Continuous Improvement Plan provides the outline for our school's improvement plan. Based on the Arizona Reading First model, the district has implemented a three-tier Response to Intervention (RTI) model for reading instruction. Based on scientifically-based reading research, approved Intervention programs have been adopted on a district-wide basis. Additionally, a modified two tier model has been implemented for math. Both reading and math instruction incorporate blocks for whole group direct instruction, as well as small group instruction at all levels. Direct, explicit, systematic instruction is the goal based on best practices in instructional design and delivery, and it is monitored by the academic administrator using the Teach For Success (T4S) observation protocol.

A highly qualified and effective teacher in every classroom is the goal, due to research suggesting that the most important factor in determining student success is a qualified

teacher. While it is difficult to attract a large candidate pool to our rural, remote section of Arizona, the district has implemented several strategies to aide us in this area:

1. Work closely with the local Northern Arizona University campus to secure student teachers. We believe that many of these students are likely to be local, removing the “rural and remote” challenge
2. Post all of our openings on the Arizona Department of Education’s *Job Board*
3. We have secured a subscription to Teachers-Teachers.com job board
4. We continue to contract with a recruiter who canvasses university job fairs throughout the community to increase our district’s presence regionally and nationally beyond what district staff are able to do.
5. State-specific recruiting trips to local job fairs, including the Great Arizona Teach In
6. A significant increase to teacher salary as a result of a community override election.

FMES has incorporated an “inclusion” model for its Special Education students. All special education students receive their instructional minutes in the regular mainstream classroom setting. Student’s IEP goals are met with the assistance of their classroom teachers, the Special Education teacher, and the Special Education Instructional Para-professional.

School Strengths

- Staff, students, and parents are diligently working to adhere to the districts improvement efforts
- Grade levels are working with administration to identify specific areas of weaknesses and strategies to improve on those area
- Academic Parent-Teacher Team Nights are held quarterly exposing parents to Common Core standards that students are learning that quarter and strategies to use at home
- Parents are contacted about discipline concerns.
- Data meetings are held twice a month to review data, identify students of need, and adjust instruction.
- Teachers have implemented Arizona College and Career Readiness Standards.
- New Teacher Institute occurs weekly to better acclimate new educators.

School Weaknesses

- Student achievement is lagging in 1st and 2nd grades DIBELS
- Student achievement is lagging in Math in 1st and 2nd grades CBM

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- Classroom management and engagement needs staff development to improve the learning environment
 - Knowledge and Fidelity of PBIS
 - Parent Involvement

SCHOOL IMPROVEMENT GOALS:

Discipline/Behavioral Goals:

Overarching LEA Goal: Mohave Valley ESD expects that all staff members are properly trained in PBIS and are following it with fidelity. Foci will be a positive climate, positive interactions, meaningful relationships, and celebrations.

School Goal: Ensure that 100% of staff are properly trained in PBIS and are following it with fidelity. Focus on a positive climate, celebrations, and positive interactions and relationships. Involve all stakeholders (staff, students, community) in this process to broaden fidelity.

Strategy: **Staff Training** - All staff members will be officially trained on PBIS Tier 1.

Action Step: Before the school year begins, all staff members will receive training on PBIS Tier 1 procedures and protocol. Tier 1 training includes all the foci mentioned in the overarching goal

Strategy: **Parent Training** – Training/informative sessions will be offered during select APTT/Family nights throughout the year for parents to gain an understanding of our PBIS system.

Action Step: Dates for training will be predetermined, and this will be communicated to parents ahead of time via letters home, app posts, personal communication, and district calendars.

Leadership Goals:

Overarching LEA Goal: Mohave Valley ESD will use appropriate data to make decisions regarding diverse student needs whenever applicable. This data and information will be shared with stakeholders.

School Goal: Leadership will implement and maintain a system of academic and fiscal accountability that will disaggregate data and systematically utilize it in planning for diverse student needs. This will be shared with stakeholders for collaboration, relationship-building, and expanding of resources – all of which benefit the students.

Strategy: **Data Meetings** – Teachers will meet bi-weekly to discuss classroom and test data as a grade-level team.

Action Step: To allow common planning time, teachers will meet with the Academic Principal during specials bi-weekly.

Action Step: Discussions will be amongst teachers with the Academic Principal as the facilitator.

Strategy: **APTT Nights** – Academic Parent Teacher Team nights will be held at least quarterly to share ongoing data to parents and the community regarding FME’s students.

Action Step: Dates for APTT Nights will be predetermined, and this will be communicated to parents ahead of time via letters home, app posts, personal communication, and district calendars.

Action Step: To encourage parent participation and attendance, rewards such as free dress and food will be offered to those who attend. Fun activities such as dances book fairs will also coincide to encourage attendance.

Strategy: **PTSO** – Parent Teacher Student Organization will meet monthly to allow parents to be part of decision-making at FME.

Action Step: Dates for PTSO will be predetermined, and this will be communicated to parents ahead of time via letters home, app posts, personal communication, and district calendars.

Action Step: Relevant data will be presented to those in attendance, giving them the opportunity to speak about the data and ideas regarding it.

Strategy: **School Leadership Team** – The SLT will meet at least once per month to analyze and address data and school needs.

Action Step: Analyze data and contribute ideas regarding school improvement.

Action Step: Map out the school’s events at the beginning of the year.

Strategy: **Site Council** – Administration will incorporate the opinions of Site Council members to assist in making decisions for the school regarding academic and fiscal matters.

Parent Involvement Goals:

Overarching LEA Goal: Mohave valley ESD will increase its parental involvement in decision making process 2% by the end of the 2017-2018 school year.

School Goal: Increase the amount of ongoing, meaningful, and inclusive communication among families, communities, and school. Secondly, a focus will be placed on engaging families in critical data-informed decisions that impact student learning.

Strategy: **PTSO Involvement** – Increase the number of parents involved in PTSO

Action Step: Actively recruit parents at after school events.

Strategy: **Kids at Hope/PBIS Parent Training** – ensure parents understand and are able to support our Kids at Hope philosophy and PBIS program

Action Step: Provide parent trainings on Kids at Hope and PBIS during after-school functions.

Strategy: **APTT Attendance** – Boost attendance at our APTT Nights.

Action Step: Use these nights less for data-sharing and more for teaching strategies and activities for use at home.

Action Step P: Facilitate a more family-friendly atmosphere through activities and dinner-like food.

Strategy: **Family Engagement** – Communicate with and involve parents and families

Action Step: Communicate the Continuous Improvement Plan with staff, the governing board, and the community, soliciting input at a variety of levels.

Action Step: Provide numerous opportunities for parents, community, and the school to engage each other and develop partnerships to support a quality school experience.

Action Step: Maintain an open line of communication using a variety of resources and services to provide two-way communication among home, school, and community.

Math Achievement Goals

Overarching LEA Goal: Mohave Valley ESD will increase the number of students meeting/exceeding the standards or decrease the number of students falling far below/approaching the standard by 10% as determined by the AzMerit Test for students in grades 3-8. Kindergarten through eighth grade students will score at 85% benchmark based on the spring Galileo Benchmark assessment.

School Goal: Increase math scores across the school by moving 20% of the students from the Falls Far Below or Approaches categories into the Benchmark (Proficient/Highly Proficient) categories on the DIBELS Math test and Galileo test for all grades.

Strategy: **Effective Teachers and Instruction** – Improve teacher ability and instruction through implementation of evidence-based, rigorous, and relevant instruction

Action Step: Utilize research-based best practices during classroom instruction.

Action Step: Teachers will receive professional development to further their knowledge in pedagogy and content within Math.

Action Step: Ensure that highly qualified and appropriately certified teachers are hired. If not, necessary steps to complete by end of year are outlined.

Action Step: Response to Intervention (RTI) will be implemented in order to meet the needs of students based on test data.

Action Step: Formative assessments will be implemented through the use of white boards and thumb signals as a Check for Understanding.

Action Step: 15 minutes of small group time will be offered for those students identified as struggling with the concepts

Action Step: Teachers will implement Number Talks daily to increase students mental math and explaining different strategies that they use.

Strategy: **Providing a Well-Rounded Education** – Better reach all students’ needs through a variety of modes of curricula and delivery; instructional decisions will be data-driven.

Action Step: All students leaving 2nd grade will be proficient with their addition and subtraction facts 0-20

Action Step: School-wide and grade level meetings will be held monthly to assess student progress, analyze data, and determine instructional needs.

Action Step: Teachers will use the McGraw-Hill *My Math* curriculum. Through using the curriculum teachers will include the Arizona Standards and eight mathematical practices.

Reading/Language Arts Achievement Goals

Overarching LEA Goal: Mohave Valley ESD will increase the number of students meeting/exceeding the standards or decrease the number of students falling far below/approaching the standard by 10% as determined by the AzMerit Test for students in grades 3-8. Kindergarten through eighth grade students will score at 85% benchmark based on the spring DIBELS/Read Naturally assessment and Galileo Benchmark assessments.

School Goal: Increase reading scores so that 15% of its Intensive (Falls Far Below) and Approaches students will move into the Benchmark (Proficient/Highly Proficient) category on the DIBELS test and Galileo test for all grades.

Strategy: **Effective Tiered Intervention** – Using a tiered reading approach, all students will be challenged and assisted in growth.

Action Step: Uninterrupted “Tier 1” classroom reading block and exposes all students to grade-level curriculum utilizing explicit direct instruction as well as stations with small group instruction.

Action Step: All students receive “Tier 2,” “Tier 3,” or “Enrichment” supplemental reading instruction for 30 minutes.

Action Step: All Title-I paraprofessionals will be trained in K-Pals, T-Pals, Language for Learning, Read Live, Phonics for Reading, and Read Naturally.

Action Step: Students will be placed in Tiers according to DIBELS results and movement throughout the year.

Action Step: All students enrolled will use Pearson's Success Maker a minimum of one hour per week.

Strategy: **Effective Teachers and Instruction** – Improve teacher ability and instruction through implementation of evidence-based, rigorous, and relevant instruction

Action Step: Students will be taught explicit reading comprehension strategies that enable teachers to “monitor” their thinking processes to see if the students are actively using reading comprehension strategies that have been developed throughout the year.

Action Step: Teachers will re-teach to targeted skill based off of the *Quick Phonics Screener*, *DIBELS* Progress Monitoring, or Curriculum weekly tests.

Action Step: Teachers will receive state-provided training on writing, *College Talk*, Marzano, and *Core Six*.

Action Step: The 6-Traits rubric will be used for grading and critiquing student work

Action Step: Student work will be displayed in classrooms changing monthly to show growth

Action Step: Students will receive vocabulary instruction in every subject, every day using research based strategies.

Action Step: McGraw-Hill's *Wonders* ELA Curriculum will be used for instruction to ensure researched-based instruction occurs while teaching the Arizona State Standards. This will include “The Big 5”- Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Action Step: School-wide and grade level meetings will be held monthly to assess student progress, analyze data, and determine instructional needs.

DELIVERY OF TITLE I SERVICES:

The bulk of the school and district's Title I funds are spent on Reading Interventions.

All students within the district are tested three times per year using the DIBELS assessment. Data gathered is used to determine the initial list of support services for students classified as Strategic and Intensive based on DIBELS results. At their first biweekly data meeting, teachers, the interventionist, academic principal, and administrative principal reviews the list, and provide documented data to adjust the list accordingly to insure the neediest students receive intervention services. Student data outside of DIBELS may be used to add or remove students from intervention services, however, there must be supporting data to make the change.

Students are regularly progress-monitored using the DIBELS system to determine intervention effectiveness and/or maintenance of benchmark status on the following schedule:

- Benchmark students: 1x per month
- Strategic students: 2x per month
- Intensive students: weekly

Students are moved in and out of intervention based on three consistent progress monitoring scores, or based on the tri-annual benchmark testing, scheduled at the beginning, middle, and end of each school year.

In addition to the highly-structured Tier 3 services, intervention paraprofessionals are utilized during small group instructional periods in the regular classrooms during both the reading and math blocks, providing small student to staff ratios during planned small group instruction.

REVIEW & EVALUATION PROCESS:

- The School-wide plan will be presented to the school Site Council, PTSO, and other appropriate parent/community groups. A link will also be available from the school's webpage, and information will be provided in the student handbook.
- Each winter the school site will complete one section of the school improvement rubrics to provide updated information.
- Each winter the school will participate in the annual parent survey conducted by the district office, with specific questions geared at reviewing the school's Title I program.
- Each spring a meeting will be held in conjunction with the school's site council meeting to review the plan and solicit parental, staff, and community input for plan revisions as necessary. When possible, building administration will have state achievement testing data available for review.
- The school's leadership team will meet to review all data sources during the spring and/or summer to provide additional information for parents regarding Title I program statistics.
- At the school's open house at the beginning of the year, the annual parent meeting will be held to explain the school's current School wide Plan.