

Title I  
Schoolwide Plan  
Cycle 2

St. Johns Middle School  
St. Johns Unified School District  
St. Johns, Arizona

Schoolwide Planning Team Members

Tim Raban, Principal  
Bryan Hollembeak, Title I Coordinator  
Kimberly Dugdale, Title I Reading/Math Specialist  
Carol Mora, Teacher  
Carleen Shreeve, Teacher  
Keirsten Nielsen, Parent  
Angela McCoppin, Parent

### **District Mission Statement**

The mission of the St. Johns Unified School District is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness and skills, cultural appreciation, physical well-being, social development, and community contribution.

### **District Belief Statements**

The beliefs of the District are outlined below:

#### **Students**

We believe

- Every student will be educated academically and socially so as to be a productive citizen.
- All students will have equal educational opportunities to achieve their individual potential.
- We have something to offer every student
- Each student is unique.
- Successful education depends on parental commitment to education.

#### **Teachers**

We believe

- Teachers are the foundation of a strong educational system.
- Teachers will maintain high expectations for themselves and their students.
- Teachers should serve as positive role models for students.
- Teachers will actively seek parent support and involvement.

#### **Principals**

We believe

- A principal is the instructional leader of the school.
- A principal is the facilitator for a positive learning environment.
- A principal actively seeks parent support and involvement.
- A principal serves as a liaison between school and community.
- A principal maintains high expectations for students and staff members.

#### **Governing Board**

We believe

- Students are the number-one priority.
- The Board conveys the educational needs and desires of the community to the District and establishes policies accordingly.
- The Board maintains high expectations for the District and themselves in working toward excellence.

### **Superintendent**

We believe

- The Superintendent is the leader, implementer, and facilitator of a successful School District.
- The Superintendent promotes and upholds the positive educational climate of the School District.

### **Management Principles**

We believe

- In human beings as the single most important element in all transactions.
- In behaving with uncompromising honesty and integrity.
- In challenging people to experience their full potential so each individual contributes to educational excellence.
- In reaching quality decisions through the involvement of people.
- In establishing priorities that respond to the needs of our students, staff members, and community, and serve as the driving force behind all of our actions.
- In focusing on excellence in everything we do.

### **St. Johns Middle School Academic Goal Statement**

All students will show one year academic growth or perform at grade level in the core academic subjects of Reading, Writing, and Mathematics.

#### **Overview: Demographic**

St. Johns Middle School is a 4-8 school that enrolls 289 students and has 60% of the student body on free/reduced lunch count. The schools ethnic composition is 24.2% Hispanic, 8.3% Native American, 1.3% Asian/Pacific Islander, 0.3% Black, and 65.7% White. The school is 50.8% male and 49.2% female. The staff consists of one principal, 18 certified staff and 8 instructional assistants. St. Johns Middle School is the only 4-8 school in the district and is located in the town of St. Johns, AZ.

### **Plan Structure**

1. **Implementation of a comprehensive plan for reforming the total instructional program (core academic subjects) based on the results of a comprehensive needs assessment.**

The school utilizes various assessments to identify critical academic needs for its students. The school utilizes normed and criterion referenced disaggregated and trended data.

1. AIMS or other state adopted test 4-8: Annual administration – both normed and criterion referenced / Reading and Mathematics / grades 4,6,8
2. AIMS or other state adopted test 4-8: Annual administration – both normed and criterion referenced / Reading, Mathematics and Writing / grades 5,7
3. Reading/grades 4-6 – Harcourt Trophies

4. Grade level assessment instruments using Galileo (ATI), formative tests from Beyond Textbooks, also assessments designed by staff / Criterion referenced / Grades 4-8
5. AZELLA: Students identified for testing from the Home Language Surveys and PHLOTE forms completed when a student registers for school / grades 4-8
6. Accelerated Reader: Reading comprehension and some fluency / grades 4-6
7. Star Reader: Reading placement and assessment / grades 4-6
8. Writing –use of Six Traits and Excellence in Writing grades 4-8

Data from the AIMS +Grade level data, utilized in conjunction with other data to assure that solid data is available to serve as a guideline for student assessment and placement. From this data analysis, the school has identified the top critical academic needs to be Reading, Writing and Mathematics, as noted in the site goals (above). The reform strategies, based on this data, centers on selecting programs and strategies based on scientifically based research as defined in Title IIA of the No Child left Behind Act of 2001 (NCLB), and the use of Common Core Standards.

The school utilizes the following programs to enhance its goals:

- Beyond Textbooks
  - Galileo
  - Star Reader
  - Study Island
  - Accelerated Reader
  - Excellence in Writing/Six Traits of Writing
  - Accelerated Reader
  - Extension activities (i.e. Journaling, Reading Logs, etc.)
  - Title I Reading (students identified, to begin with, in bottom 1/3 of reading, below the 40<sup>th</sup> percentile from AIMS, teacher recommendation, FFB/A on AIMS, etc.)
  - Sheltered English Immersion (SEI) strategies
  - Inclusion
  - Arizona College and Career State Standards
2. **High Quality Professional Development for all instructional staff so that each instructor is able to implement strategies required by the school reform model selected.**

Professional Development at the school is centered on three goals, driven by on-going data analysis, specifically related to the site and the district's Professional Development Plan.

- a. All 4-8 grade students will perform at the “meets expectations” level of the reading, writing and mathematics component of AIMS or other state adopted Math test by the end of the school year as measured by the annual spring administration of the AIMS or other state adopted Reading test to show incremental growth towards the goal.

- b. All school staff will implement – in their respective classrooms – identifiable differentiated instructional strategies to increase student achievement in the core academic areas as assessed by: annual AIMS or other adopted state test scores.
- c. Each teacher will develop individual goals based on the assessment of school and individual classroom data in the core academic areas in order to increase student achievement.

These goals provide the structure for professional development for the teacher and for the school. Professional development is embedded into the school day during the common planning time as well as flexible early release days granted by the district. The staff is also encouraged to attend out-of-district professional development or utilize the workshops offered at school sites.

**3. Highly qualified teachers in all core content area classes as a result of the implementation of effective strategies and incentives to attract and retain such teachers.**

Highly qualified teachers are employed at the school. This is assured by the hiring and screening of the successful candidates, ensuring that they meet the “Highly Qualified “ definition(s) from the No Child left Behind Act of 2001 (NCLB) and from the Arizona Department of Education. The school, as per district policy and per federal mandates and part of recruitment will pay for certificates/endorsements in identified high need areas and/or to ensure that the staff member is highly qualified. The school also utilizes district professional development incentives to assure continued growth of staff that includes - and is not limited to - such concepts as certificates to aid in certificate renewal for in-district/out-of-district trainings. The school also utilizes district professional development to assure continued growth of staff.

**4. Activities and programs at the school level for students having difficulty mastering proficient and advanced levels of academic standards.**

The reading program will be structured in a Tiered level support system. Ongoing data collection of assessments of students’ progress will drive the instructional practices and instructional decisions. Math will also be structured in a Tiered level support system with weekly formative assessments being used to Enrich or Re-teach students. Students at the school who have difficulty mastering proficient or advanced levels of academic standards are served as teachers use a modality of teaching techniques to insure proficiency. A Title I Reading/Math Teacher is available at the school and provides remediated reading in a push in/pull-out program, provides services to the regular classroom teacher to assist in a skills-based inclusion model for reading/math remediation though the use of classroom aides, and works in cooperation with the Special Education resource teachers and English Language Learner teachers to assure that the needs of the Special Education and ELL students are met. Mathematics and /or Reading/Writing

remediation for Special Education students are met through a skills based inclusion model and through mandates as defined in the respective student's Individualized Educational Plan (IEP). Defined English Language Learner students receive supplemental instruction if their respective state defined AZELLA combined score is less than at the proficient level. Title I students receive assistance through re-teaching in the classroom and in small groups along with one or more of the following on an "as needed basis".

**5. Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement.**

Teachers at the school utilize various strategies of data assessment from criterion and norm-referenced sources, as well as written and oral teacher input, to assure data is used for academic assessment of the student and to ensure proper placement. Under the direction of the Principal, the teacher is responsible for assessing student data to ensure that correct instructional strategies are utilized to help the student progress. Among the methodologies utilized for assessment are student study teams, data review meetings to look at schoolwide and individual student data, Title I Parent meetings to get parent input into the placement process, Site Council and periodic staff meetings to ensure cross-curricular strategies.

**6. Opportunities for parents to be actively and meaningfully involved in the major decisions concerning all aspects of the schoolwide Title I program related to policy and procedures, as well as all other areas of parental involvement.**

Board adopted Parent Involvement Policy and Parent Compact are used to ensure effective parental involvement.

**7. Provides programs and resources for students transitioning from one level of education to another, such as pre-school to kindergarten, elementary to middle school, middle to high school, etc.**

There are a variety of items we utilize at St. Johns Middle School to assist students in 8<sup>th</sup> grade with transition to high school. Some of these programs are:

- a. Student shadowing – students go to high school and attend classes with high school student
- b. High School orientation
- c. Peer question and answer time

- 8. Provides a schoolwide budget that includes a budget narrative that demonstrates the coordination and integration of federal; state, and local funds and resources such as in-kind services and program components.**

The school, under the direction of the Director of Curriculum and Instruction (or the person administering the funding), coordinates various funding streams including Title IA, Title IIA, Title IID, Title III, Early Childhood Block Grant, IDEA Basic Grant, and the Gifted Grant, as well as site based Maintenance/ Operation and Capital funds. The budget is created annually with input from the school for specific needs, based on data analysis. District M&O and Capital funds are coordinated, too, through the District Business Manager's office. Every two years a comparability report is completed to ensure that federal and state funds are expended equitably.

- 9. Provides for a schoolwide support team which includes representatives of all appropriate stakeholders; i.e. students (where appropriate), administrators, parents, and community members, as well as an objective outside facilitator.**

The school team consists of the Reading/Math Specialist, teachers, of Title I students, particularly those receiving the most concentrated supplemental services, and the principal (Superintendent when requested by the TEAM). The team meets annually and at other times, as needed.

**10. Plan Development: Each schoolwide plan in the LEA:**

During the 2013-14 school year the groundwork was laid to have St. Johns Middle School move from a Targeted Assisted to a Schoolwide Title I program. One of the factors that weighed heavily in this decision was the Targeted Scores on the AIMS test a student would have to reach in order to pass the new state test in 2015. While an average of 87% our students were passing the math and reading AIMS test, only a third of those met the Targeted Score for the new test. With the added flexibility of serving all students, with the Title I funds the district and school has moved in this direction.

Upon completion of the final draft of the plan in September 2014, the plan will go in front of the LEA's school board for approval. The new plans will go into effect at the respective sites and be modified annually, based upon analysis of test data, budget needs, etc. The plan will be given to each teacher in hard copy, posted to the district website, and available to parents at the annual Title I meetings and/or upon request. District translators and other languages, as indicated by PHLOTE and Home Language Surveys, will translate the final documents into the language of need.