

§1114 SCHOOLWIDE PROGRAM REQUIREMENTS

A. COMPREHENSIVE NEEDS ASSESSMENT of the entire school §1114(b)(6)

Summarize the result of your comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency:

The Cherokee Middle School is the only middle school of the Cherokee Community School District. It serves approximately 345 students in grades 5-8. The average enrollment at each grade level is about 86 students. The district maintains four sections at the 5,6,7 & 8 grade levels. ES special education programs serve approximately 11% of our students. We have approximately 3% receiving EL services.

Strengths of CMS include a steady to slightly increasing enrollment for several years, an active PTA, dedicated teachers who are willing to put in extra time for professional development, planning, and assisting students. The CMS staff has actively participated in reading professional development provided by the district as well as seeking individual opportunities for professional growth. Each grade has a yearlong language arts and reading class. CMS has a WIN intervention period that students who are not proficient attend intervention groups for reading using the Second Chance Reading and Fusion Reading Program strategies/components (this has been in place for four years). We use the IXL program along with our MAP data to work on students' weaknesses during their WIN time as well. At CMS there are 7 staff members with their reading endorsement. Staff members have implemented MAP testing to assist in the identification of the students to participate in intervention groups. CMS staff has implemented Instructional Framework training to strengthen core instruction.

Needs include creating a more consistent school system for monitoring student assessment scores, data analysis, providing interventions in response to student assessments, and analysis of universal instruction to ensure alignment with Iowa Core Curriculum and research-based practices. Another need is to provide a systematic change in the delivery of services for low achieving students who are in the special education subgroup. With the trends of low achievement data we are facing a concern that at this time we are not meeting our student's needs with the process and system that we have in place. We need to reach ALL students and provide supplemental intervention and enrichment opportunities for our students.

Priorities for the year are to use professional learning community protocols at the grade level teams to implement a successful intervention and enrichment program for students during the WIN period. This will be accomplished through study of reading (Fusion, Second Chance Reading) protocols, data driven decision making, and research based best practices for using the small group time, and the use of the MAP data with our IXL program. Teachers have also been doing some training with "Really Great Reading."

B. Coordination and Integration §1114(b)(5)

What are the federal, state and local services, resources and programs that will coordinate with or support this Schoolwide Plan (e.g. counseling, school-based mental health programs, specialized instructional support services, mentoring services, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, schools implementing comprehensive support and targeted support

and improvement activities under 1111(d), and other strategies to improve students' skills outside the academic subject areas)

Our school offers a Youth Based Service Worker who offers support services through an agreement with the Season's Center. The school based support worker meets incidentally with students for short term supports and communicates with families to provide additional community based services as needed. Students at CMS are in Teacher Advisory groups in which we use the Second Step Curriculum to focus on their social and emotional needs while building relationships. This is under the direction of our guidance counselor. The school counselor is also for individual and small group sessions with students to address skill building or provide support to students. 6th grade will take part in "Life Skills" curriculum and be a part of a 4 year study through Iowa State. We have also started "Brave Mentoring Program" in which 44 of our students are connected with adults from our community. They meet weekly during the school day for an hour a week.

C. Strategies-Opportunities for all Children §1114(b)(7)(i)

Describe the strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111 (c)(2)) to meet the challenging State academic standards

- Engage grade level teachers and Title teacher in devising intervention groups to meet their student's needs in the area of reading including Second Chance Reading and Fusion Reading taught by experienced teachers.
- Adopting a new textbook series that is used K-5th (this bridges from the elementary school to CMS). The new series is aligned with the Iowa Common Core Curriculum and supports the five elements of effective reading programs; phonemic awareness, fluency, vocabulary, comprehension, and phonics.
- Classroom teachers provide after school programming for all students with time set aside to focus on direct reading instruction.
- CMS teachers use data from classroom assessments and MAP assessment data to identify low achieving students and place them into intervention or enrichment groups.
- Special Education students will have inclusion in the regular education setting.

D. Strategies – Method and Instructional Strategies §1114(b)(7)(ii)

Describe the methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

Students who are not proficient according to assessments will participate based on grade level instruction and a flexible reading group at instructional level. Additionally students who are not proficient participate in further assessment to determine if intervention is necessary and what intervention will likely be provided. Students who are determined to be most in need receive support in the smallest group sizes by the most highly qualified teachers at that grade level. Special education teachers, Reading Recovery teachers, and the Title I teacher support the low achieving students with a WIN Intervention time daily. Our special education teacher is training in the CIM intervention model this school year.

E. Strategies- Students at risk §1114(b)(7)(iii)

Describe the strategies used to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:

(Check the box and respond to all that apply)

- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Youth based services worker provides in house BHIS services including small group skill building and a school therapist does therapy 4 days a week during school for students in need. We have a full time guidance counselor in the middle school, and trained Reading Recovery teachers.

- (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Insert response here.

- (III) implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Cherokee Middle School uses a Student Assistance Team to discuss student challenges and brainstorm responses to assist them. This follows an MTSS process. Special Education teachers, AEA staff, regular education teachers, guidance counselor, building principal, and youth services worker participate as members of the team. We are also a pilot school for ISF (Interconnected Systems Framework).

- ☒ (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

PD needs are determined by student achievement data analysis as well as staff surveys. All staff members (teachers and paraeducators) participate in the district professional development relating to the EL Modules in the 2017-18 school year.. Professional Development for 2020-21 will continue to focus on helping to support our diverse learners whether they are EL, special education, or at-risk. We also have a focus on technology integration in the classroom. All staff members are included in the action plans to meet our district goals (curriculum alignment, integration of technology, and increasing communication between stakeholder groups).

- ☒ (V) strategies for assisting preschool children in the transition from early childhood education

F. Parent and Family Engagement §1114(b)(2) and §1116

Describe how the school will involve parents and family members in the development and evaluation of this plan; planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; programs that reach parents and family members at home, in the community, and at school.

Parents participate in the design, implementation, and evaluation of the Schoolwide program in a variety of ways. Parents are informed of components of Cherokee Middle School reading programs through the use of school and classroom newsletters. Parents are provided individualized reports of student progress in literacy through the FAST parent letters, during Parent Teacher Conferences, and MAP and Iowa Assessment achievement scores. In the spring of the year, parents will be provided a parent survey to assess their perception of the successes, strengths, and areas of growth for the Cherokee Middle Schoolwide Program.

During parent teacher conferences (held twice a year), teachers will share with parents about the whole class reading curriculum, small group curriculum, specific interventions provided to their student, reading assessments given to students, and student achievement data.

This fall, (October 20th), the parent group will review the Parent Involvement Policy, the Parent Compact, and the Schoolwide Program plan. The parent group will meet twice more during the year (November 17th and May 18th) to review progress with the plan and to evaluate the program through student achievement data and parent survey results. Additionally, parents will be

provided school newsletters describing our program to all parents of Cherokee Middle School students. All families receive the Parent Involvement Policy and the Title I Parent Compact.

G. Consolidated Programs 1114(b)(7)(B)

If the programs are consolidated, list the specific Federal, State and Local programs that will be consolidated in the schoolwide program. Examples might include programs such as nutrition programs, housing, Head Start, adult education, homeless education, etc.

Cherokee Community School District participates in the federal free and reduced lunch program for our students.

H. Monitoring and Revisions §1114(b)(3)

This schoolwide plan and its implementation shall be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. How do you plan to monitor and revise this plan?

Grade level teachers will participate in monthly data review conversations to monitor student progress in reading. Teachers will use student data to determine their individual professional development plans. The Title I team will review student reading progress data across grade levels to monitor building level progress once a quarter. The district's Teacher Quality committee reviews district data to plan for professional development needs of the district.

The Title I Team will meet in the spring of the year to review student achievement data, intervention parent surveys, teacher surveys, and the Schoolwide Plan to determine how well the goals of the program were met this year. The Team will make suggestions for improvement based on the data reviewed.

I. Required for Secondary programs §1114(b)(7)(A)(iii)(II)

Dual or Concurrent Enrollment programs for Secondary Schools (Address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards; training for teachers, and joint professional development for teachers in collaboration with Career and Technical educators and educators from institutions of higher learning; tuition and fees, books, required instructional materials for such program, and innovative delivery methods; transportation to and from such program.)

NA