

# **HARRISON COUNTY SCHOOLS**

**033 233 NUTTER FORT INTERMEDIATE SCHOOL**

**1302 BUCKHANNON PIKE**

**NUTTER FORT WV 26301**

**AllPlans Plan**

**Plan submitted: January 18, 2012**

Nutter Fort Intermediate School serves 509 students in grades 3 through 5. Of this enrollment, 318 students fall into the low socio-economic category. Approximately one hundred students have been determined eligible as students with disabilities. All of our students live in the Greater Clarksburg and surrounding areas.

Fifty-two professional and service staff are employed at NFI. All of our professional staff have met the standards necessary to be considered Highly Qualified. The pupil:administrator ratio is 265:1. This compares to a student:administrator ratio of 174.9:1 for the district and 156.9:1 for the state. The pupil:teacher ratio for N.F.I is 16.5 students to one teacher. This compares to the district ratio of 15.2 students per one teacher and state ratio of 14.2 students per one teacher.

The professional staff at NFI is not only highly qualified, it is also experienced. The average years of experience for the teaching staff at our school is 19.6. This compares to a district average of 19 years and a state average of 18.0. This data would indicate that the staff is dedicated, highly qualified, and experienced.

Nutter Fort Intermediate School has not met Annual Yearly Progress for the last two years. It is our goal to build upon the work of the past and to continue to enable all of our students to achieve higher levels of success.

## Planning Committee

Name	Title	Representation
Blake Meighen		*Student
Cathy Walker	Specialist- Music	
Cheryl Bramble	Third Grade Team Leader	*Teacher
Chris Colombo	Teacher	*Title I
Hannah Harris	Fifth Grade Lead Teacher	*Teacher
Jennifer Koreski	Fourth Grade Lead Teacher	*Teacher
Jill Steele	Assistant Principal	*Administration
JoDee Decker	Principal	*Administration
Judie Lee	Teacher	*Teacher
Judy Bennett	Special Education Aide	*Special Education *Service Personnel
Julie Clayton	Faculty Senate President; 3rd Grade Teacher	*Teacher
Justin Kifer	Technology Integration Specialist	*Title I
Laurie Meighen	School Counselor, Parent	*Parent *Other
Mary Jo Greaver	Title One Teacher	*Title I
Megan Basler	Parent	*Parent
Pat Cezniak	Special Education Teacher	*Special Education
Samantha Brosius	Special Education	*Special Education
Theresa Hummel	Parent	*Parent
Tracy McCauley	Teacher	*Title I *Teacher

### **Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.**

All Nutter Fort Intermediate staff members were invited to participate in the development of the Five Year Plan. Those who elected to take part in the writing of the plan attended a meeting at the beginning of the year. A representation from each group is listed on the planning committee roster. All grade levels, specialists, administrators, parents, service personnel, and students are represented on this committee. Revisions or changes that need to be made to the plan will take part in PLC meetings. Parents are invited to review the document. A link to the document is posted on the website and it was presented at a PTSO meeting and a LSIC meeting. It was also presented to the Faculty at a Faculty Senate meeting. Copies of all agenda, minutes, and sign in sheets are kept with the Nutter Fort Intermediate Title I staff.

## **Core Beliefs**

### Nutter Fort Intermediate Vision/Core Beliefs

We believe education is a responsibility shared among educators, families, and communities to provide the necessary resources and support for a positive educational environment essential for 21st century global learning.

### **Mission Statement**

Together, we are becoming productive and responsible citizens of our world.

The mission of the Nutter Fort Intermediate Staff is to work cooperatively with parents, students, and community members to help students become productive and responsible citizens in a global society. Students will be taught to communicate effectively through the mastery of problem solving, critical thinking, and life management skills. This will enable them to function effectively within and contribute to a technologically advanced society and global economy. In a supportive environment, students will be encouraged to achieve goals, objectives, and exit outcomes, as set forth by the Harrison County Board of Education.

## **Data Analysis**

### **DATA ANALYSIS**

Fifty-five percent of our enrollment area come from low socioeconomic backgrounds. We realize that in order to regain AYP status, we must continue to work toward achieving higher level thinking skills for all students.

Due to the fact that NFI serves the largest Special Education population in Harrison County, this is a key outcome indicator as to why the school struggles to make AYP.

At the beginning of the school year, NFI teachers analyzed the WESTEST 2 results from 2010-2011. Teachers, working in grade level teams, determined individual needs of the students and began preparations to meet those needs.

### **EXTERNAL TREND DATA:**

Nutter Fort Intermediate serves a large and diverse student population of 509 students with 55% receiving free or reduced lunch. Five percent of our student population is considered homeless. We educate the largest special education population of any elementary school in Harrison County.

Our community faces the problem of an aging population and a rising unemployment rate. This has led to an increase in the number of transient students and students whose families are experiencing difficult economic times. NFI has the largest population of students with disabilities of any elementary school in Harrison County. Due to the wide variety of services offered, we often receive students with disabilities that live in other attendance areas.

## STUDENT ACHIEVEMENT DATA:

### WESTEST 2 ANALYSIS:

The data indicates that in mathematics, students with disabilities (SWD) in the third grade scored at a 20% proficiency rate. The fourth grade SWD scored at a 10% and the fifth grade SWD scored at a 26% rate. The SWD subgroup's scores for reading/language arts in the third grade indicate a proficiency rate of 20%. Fourth grade SWD scores in reading/language arts indicate a proficiency rate of 17%. SWD in the fifth grade demonstrated a 5% proficiency rating.

The proficiency ratings for the Economically Disadvantaged subgroup in mathematics was 31% in third grade, 23% in fourth grade, and 26% in fifth grade. Reading/Language Arts scores in the same subgroup were 33% in third grade, 31% in fourth grade, and 34% in fifth grade.

Nutter Fort Intermediate closely examines WV Content Standards and Objectives to determine areas of strengths and weaknesses. They use this data to determine intervention groups, reteaching strategies, and differentiated instruction. Below is a comparison chart for the years 2009-2011. This trend data was used to identify strengths and weaknesses. The first column shows the CSO and the following columns show the percentage correct for each year.

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CSO	2009	2010	2011
5.1.1	76	49	86
5.1.3	43	59	47
5.1.4	58	48	52
5.1.5	47	49	58
5.1.6	30	NA	36
5.1.7	43	49	56
5.1.8	NA	55	NA
5.1.9	39	41	44
5.1.10	56	61	64
5.1.11	33	35	40

5.2.1	44	56	46
5.2.2	65	63	52
5.2.4	48	63	43
5.3.1	51	55	62
5.3.2	51	49	63
5.3.3	78	78	76
5.3.4	52	NA	31
5.4.1	38	39	39
5.4.3	NA	32	NA
5.4.5	4	5	8
5.4.6	40	43	42
5.4.7	54	54	57
5.4.8	34	40	41
5.5.2	58	65	66
5.5.3	35	31	38
5.5.4	66	55	57

Math- 5th Grade

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CSO	2009	2010	2011
4.1.1	60	61	61
4.1.3	54	52	53
4.1.4	21	31	21
4.1.5	NA	30	NA
4.1.6	NA	41	NA
4.1.7	63	78	68
4.1.8	51	42	44

4.1.10	44	39	38
4.2.1	52	59	53
4.2.3	35	33	44
4.2.4	50	63	53
4.3.1	47	60	50
4.3.2	53	65	66
4.3.3	51	40	52
4.3.4	37	37	37
4.3.5	79	69	68
4.3.7	28	26	30
4.4.1	37	44	43
4.4.3	64	54	69
4.4.4	72	NA	74
4.5.1	57	61	62
4.5.2	53	57	57
4.5.4	25	19	24

Math- 4th Grade

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CSO	2009	2010	2011
3.1.1	77	81	76
3.1.3	NA	45	NA
3.1.4	54	53	50
3.1.5	88	68	89
3.1.6	26	81	21
3.1.7	30	47	25
3.1.8	80	85	83

3.1.9	46	46	49
3.1.10	47	54	50
3.1.11	85	96	90
3.1.14	NA	52	NA
3.2.1	66	60	71
3.2.2	68	82	70
3.2.3	39	40	33
3.2.4	35	38	25
3.3.1	30	69	35
3.3.2	69	NA	70
3.3.3	72	78	73
3.3.4	43	50	40
3.3.6	70	82	70
3.4.2	46	51	45
3.4.4	38	32	36
3.4.5	84	32	81
3.5.1	75	84	57
3.5.2	38	42	37
3.5.3	27	26	22

Math- 3rd Grade

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CSO	2009	2010	2011
5.1.2	60	70	68
5.1.3	42	NA	46
5.1.4	89	NA	91
5.1.5	44	52	48

5.1.6	NA	41	NA
5.1.8	57	60	63
5.1.9	49	57	51
5.1.10	35	48	38
5.1.12	56	64	58
5.1.13	48	60	65
5.1.14	71	61	74
5.2.5	62	62	64
5.2.8	55	46	58

Reading-5th Grade

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CSO	2009	2010	2011
4.1.1	53	55	55
4.1.2	40	NA	36
4.1.8	65	64	70
4.1.9	NA	56	NA
4.1.10	42	45	41
4.1.12	61	25	66
4.1.13	67	NA	73
4.1.14	73	74	75
4.1.15	52	49	56
4.2.2	61	NA	66
4.2.3	65	69	78
4.2.9	59	64	63
4.2.10	75	67	89

CSO	2009	2010	2011
3.1.1	77	81	76
3.1.3	NA	45	NA
3.1.4	54	53	50
3.1.5	88	68	89
3.1.6	26	61	21
3.1.7	30	47	25
3.1.8	80	85	83
3.1.9	46	46	49
3.1.10	47	54	50
3.1.11	85	96	90
3.1.14	NA	52	NA
3.2.1	66	60	71
3.2.2	68	82	70
3.2.3	39	40	33
3.2.4	35	38	25
3.3.1	30	69	35
3.3.2	69	NA	70
3.3.3	72	78	73
3.3.4	43	50	40
3.3.6	70	82	70
3.4.2	46	51	45
3.4.4	38	32	36
3.4.5	84	32	81

3.5.1	75	84	57
3.5.2	38	42	37
3.5.3	27	26	22

## Reading-3rd Grade

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### CONFIDENTIAL ITEM ANALYSIS SUMMARY

The item analysis for third grade shows that areas of concern in reading consist of the following: main idea, comprehension, story elements, inferencing, drawing conclusions, making connections, literary text, idioms, meaning clues, predicting, capitalization, punctuation, written composition, sequencing, figurative language, and reference sources.

In reading at the fourth grade level, the areas of concern are as follows: comprehension, reference sources, drawing conclusions, summarizing, story elements, figurative language, supporting sentences, pronunciation, writing for purpose, sentence fragments, capitalizations, and context clues.

Fifth grade areas of concern are as follows: genre, supporting details, comprehension, summarizing, drawing conclusions, inferencing, figurative language, compare and contrast, prefix, suffix, supporting sentences, relevant details, run-on sentences, adverbs, sentence combining, and research topics.

The item analysis in third grade math shows the following areas of concern: number operations of fractions, multiplication and division of whole numbers, estimation, equivalent numerical expressions, analyzing patterns, polygons, symmetry, time, perimeter, area, using data on a graph, real world applications, and properties of multiplication and division.

Fourth grade math concerns are as follows: division of whole numbers, interpreting data on a chart, completing pattern/rule, number operations of whole numbers and decimals, order of operations, two-dimensional and three-dimensional figures, symmetry, elapsed time, money, circle graph, real world applications, and measurement conversions.

Fifth grade math concerns are as follows: number operations of whole numbers, decimals, and fractions, conversion of fractions and decimals, solve word problems, identify patterns, input/output models, write equations, classify polygons, measure angles, identify rotation, volume of measure, calculate elapsed time, metric length, determine probability, real world applications, and interpret and create graphs.

### WESTEST 2 CONFIDENTIAL ROSTER

The Confidential Roster Data shows the following proficiency percentages for each subgroup: Third Grade All Math-39% and All Reading-45%, Fourth Grade All Math -40% and All Reading-42%, Fifth Grade All Math-38% and All Reading-49%. The scores indicate that NFI has areas of concern in all subgroups. NFI will strive to improve the scores of the All Student subgroup. NFI services over 100

special education students. With this cell size, NFI is held accountable for all special education scores, and strives to help these students show growth in their learning.

## **FORMATIVE ASSESSMENT**

During the school year, NFI teachers will be using WV Writes, Acuity, Star Reading and Math, SPL strategies as a part of the overall academic improvement plan for the school. Phonics screeners, reading inventories, and Acuity benchmarks will also be utilized in order to determine the appropriate focus group for each student. Data is also taken from each of these programs and used to determine which CSO's need to be retaught, and where students should be placed for intervention.

## **OTHER STUDENT OUTCOMES**

Nutter Fort Intermediate has 55% of its students who qualify for free and reduced lunch and an attendance rate of 96%, which has remained consistent for the past several years. NFI has approximately 2% of its population who receive LEP services. The English Language Proficiency levels of this percentage range from 2-4. An ESL teacher is provided to work with small groups and individual students to improve both their language and academic skills.

NFI has introduced a Positive Behavior Support program, as well as Red, White, and Blue assemblies to recognize academic achievement, attendance, and character development. The percentage of students with disabilities being suspended for more than 10 days was reduced to 0 for the 2010-2011 school year.

## **ANALYSIS OF CULTURE, CONDITIONS, AND PRACTICES**

Given the fact that many of our students come from lower socioeconomic backgrounds, it is more difficult for these students to place the much needed emphasis on academic success. In order to provide our students with a variety of academic experiences, NFI offers several programs. Family nights that focus on academic areas, technology training nights, and extended day services are a few examples of ways that NFI attempts to meet the needs of our stakeholders.

NFI has confirmed that 5% of our students are homeless and many more of our students live in an extended family household. It is commonplace to find our students living with grandparents or other family members. Many families face very difficult economic times. NFI tries to offer assistance to as many of these families as possible.

At the final parent meeting at the end of each school year, surveys are completed by parents to inform NFI of needs or interests that need to be addressed during the following school year. The Title I program and school are evaluated on the survey and areas of strengths and weaknesses are identified.

## **ROOT CAUSES**

The CSOs have been deconstructed by grade level teachers, trend data has been created, and instructional strategies have been implemented using depth of knowledge indicators. Curriculum maps and CSO checklists are used to exhibit that standards based instruction is occurring in all classrooms. NFI staff feels that county curriculum maps in reading need to be realigned to correlate with

Acuity benchmarks. Additional programs utilized by teachers include the SPL model, WV Writes, Acuity, STAR Reading and Math, Accelerated Reading and Math, Successmaker, and Techsteps. Grade level teams meet weekly to compile and analyze data to determine the effectiveness of these programs.

### **DIGITAL DIVIDE SURVEY ANALYSIS**

Each classroom is equipped with computers for staff and student use. Some of these computers are outdated and need to be replaced. One hundred percent of all computers have access to the Internet. The school has two stationary computer labs, three mobile computer labs, two mobile iPod labs, two iPad labs, and one distance learning lab.

All teachers have technology such as Numonics boards, digital projectors, ELMO devices, iPads, and other educational technology. This has led to an increase in the utilization in technology by both staff and students. Ongoing and embedded professional development has been provided to the NFI staff.

### **SCHEDULE AND CLASSROOM**

All instructional times are based on state mandates. The instructional minutes are organized according to Policy 2510. Instruction is differentiated based on data gathered from formative assessments. Instructional strategies utilized include co-teaching, small group instruction, project-based learning, cooperative learning groups, intervention models, SPL, teacher conferencing, peer tutoring and conferencing, and interactive technology programs. Students receive grades on projects, teacher-made assessments, standardized assessments, classroom participation, and homework. Students receive feedback through grades, teacher conferencing, re-teaching, and self monitoring. NFI has over 120 special education students with only 8 special education teachers. Inclusion is used in all grade levels with the special education population. Large numbers of special education students require inclusion to be the only way to satisfy all minutes required. Intervention is done utilizing the 3.5 Title I teachers and classroom teachers assigned to NFI. Most intervention is completed in small group settings, while fewer are completed in an inclusion setting.

### **ADMINISTRATORS AND TEACHERS**

Most teachers and all administrators meet the definition of highly qualified. The average years of experience at NFI exceeds twenty years. Walkthroughs and observations are completed with immediate feedback provided to the staff. Professional development is ongoing through out the entire year. Teachers offer feedback on areas where assistance is needed. Grade level teams meet weekly to address curricular issues. Each member offers items of concern for the agenda.

### **LEARNERS AND PARENTS**

All students are offered all necessary materials to meet classroom demands. Students actively participate in developing classroom expectations. Parental involvement is an area of concern. Transportation to and from school activities is a root cause for the lack of parent involvement. NFI strives to improve student and parent attitudes toward the educational process. All classes are heterogeneously grouped to encourage students to work cooperatively and accept diversity. Intervention is part of the instructional day. Students are placed in small groups based on areas of need.

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

## **OEPA Analysis**

OEPA has not made any suggestions for improvement at NFI.

## **Prioritized Strategic Issues**

According to current WESTEST 2 results, all students attending Nutter Fort Intermediate School are making academic gains. The staff at Nutter Fort Intermediate realizes that in order to assure that the school meets AYP all students must continue to demonstrate academic growth.

Twenty-first century curriculum requires that all students be provided with an opportunity to utilize technology in all educational activities. NFI's goal is to ensure that all of our students are proficient in using a vast array of technology. Technology for critical problem solving is a skill that the students will learn and utilize.

PRIORITY#1: To increase the percentage of NFI Students with Disabilities scoring at or above the proficiency level in Reading and Math on the WESTEST 2.

PRIORITY #2: To increase the percentage of NFI low SES students scoring at or above the proficiency level in Reading and Math on the WESTEST 2.

PRIORITY #3: To increase the percentage of all NFI students scoring at or above the proficiency level in Reading and Math on the WESTEST 2.

PRIORITY #4: To increase the percentage of NFI students utilizing technology proficiency to enhance academic achievement.

Inclusion is a top priority for the special education staff of NFI.

The IPI process is also being utilized at NFI to identify student engagement levels.

All NFI students Grades 3-5 will make the incremental annual progress needed to reach the mandated proficiency level in Reading by 2014 on the WESTEST 2.

- 1.1 to increase the percentage of NFI students with disabilities scoring at or above the proficiency level in reading /Language Arts by 10% on the WESTEST 2.
- 1.2 To increase the percentage of NFI low SES students scoring at or above the proficiency level in Reading /Language Arts by 10% on the WESTEST 2.
- 1.3 To increase the percentage of all NFI students scoring at or above proficiency level in Reading/Language Arts by 10% on the WESTEST 2.

Concentrated focus on the Reading/Language Arts CSOs guiding the daily curricular activities through the use of all available technology. Develop these curricular guides during weekly PLC meetings.

Core Plan Title I

Identify needs of concern through analysis of Reading /Language Arts WESTEST data. Data will also be taken from formative assessments, Acuity Benchmarks and Star Reading that occur three times a year; and WV Writes resources that students use at least once monthly.

Core Plan Title I

Use of various extended day programs such as Keepers Days and Literacy Volunteers to enhance, enrich, and encourage students in an effort to close the achievement gap.

Core Plan Title I

All NFI students will make the incremental annual progress needed to reach the mandated proficiency level in Math by 2014 on the WESTEST 2.

2.1 To increase the percentage of NFI students with disabilities scoring at or above the proficiency level in Math by 10% on the WESTEST 2.

2.2 To increase the percentage of NFI students in the low SES subgroup scoring at or above the proficiency level in Math by 10% on the WESTEST 2

2. To increase the percentage of all NFI students scoring at or above the proficiency level in Math by 10% on the WESTEST 2  
Collaborate during PLC meetings with numeracy coach, county math coordinator, and NFI PLC members to work on instructional strategies throughout the school year.

Core Plan Title I Special Education

Identify needs of concern through analysis of WESTEST 2 data in Math. Acuity benchmarks are analyzed three times a year to organize personalized student learning. STAR Math benchmarks are used at least twice a year.

Core Plan Title I Special Education

Offer Professional Development through Math Solutions to develop a better understanding of Common Core Standards and how to make real world connections using hands on math strategies.

Title I Special Education

Use of various extended day programs such as Keepers Days and Literacy Volunteers program to enhance, enrich, and encourage students in an effort to close the achievement gap.

Core Plan Title I

To use technology to promote student achievement.

1. To increase utilization of technology to enhance instruction by 5% as measured by administrative observations and walkthroughs, and computer usage logs.
2. To increase student utilization of technology by 5% as measured by administrative observations and walkthroughs, and computer usage logs.
3. To increase the percentage of maintenance and repair of all technology equipment at the most up to date level to enable student access to all available technological equipment by 2% as measured by administrative observations and walkthroughs, and computer usage logs.

#### **TECH/01:**

**Provide 21st century hardware in a stable, state of the art, 21st century infrastructure for the effective use of technology.**

Technology

- NFI will incorporate three mobile labs made available to staff and students. These will have up-to-date hardware and software, as well as other available technology.

#### **TECH/02:**

**Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.**

Technology

- Students will complete Acuity, TechSteps, STAR Math and Reading, and West Virginia Writes to provide achievement profiles for designing data driven instruction to enhance student learning throughout the school year.

#### **TECH/03:**

**Ensure that the use of telecommunications and internal connections in schools will enhance learning.**

Technology

- To promote achievement, students will use networked software to create products that reflect mastery of CSOs.
- Teachers will utilize Access E-Mail accounts daily to receive the administrative NFI e-memo and other communications to enhance student learning.

#### **TECH/04:**

**Provide increased access for students and teachers to 21st century tools and resources.**

Technology

- TIS will manage and distribute available technology to the staff. TIS will also offer professional development to the staff when new programs or technology are delivered to the school.

## **TECH/05:**

**Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources.**

Technology

- Students will use technology to enhance learning, to increase productivity and creativity, and to collaborate in constructing technology models to prepare publications and other creative works.

## **TECH/06:**

**Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.**

Technology

- The school will update the school web page [www.harcoboe.com/nfi/](http://www.harcoboe.com/nfi/), monthly to include the Nutter Fort Intermediate Newsletter to parents, upcoming school events, student achievements, links to NCLB and other education web sites, and ongoing school programs to increase student achievement, and parental involvement.

## **TECH/07:**

**Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources.**

Technology

- Staff will participate in Webinars and other technology driven professional development that may also include video teleconferences.

## **TECH/08:**

**Maintain and repair all 21st century tools and internal connections.**

Technology

- All workstations will be maintained and kept in good working order by teachers, network administrator, and county technicians to promote student achievement.

## **TECH/09:**

**Provide services, in collaboration with the WVDE adult literacy programs, to maximize the use of technology.**

Technology

- NFI will provide technology workshops for parents in order to expose them to the various technology available at the school.
- Students and parents will be made aware of distance learning opportunities and other innovative strategies to promote adult literacy and student achievement.

To utilize Acuity assessment data to facilitate Student Personalized Learning.

- 1.1 To implement the SPL intervention model as measured by intervention logs.
- 1.2 To utilize Acuity benchmark assessment three times a year to evaluate and analyze student data, and to make curricular decisions about intervention placement as measured by intervention logs and PLC agendas and minutes.
- 1.3 To decrease by 2% the percentage of students scoring below benchmark as measured by Acuity benchmark assessments.

Implement intervention groups for students not meeting benchmark; targeting their individual needs.

Core Plan Title I

Implement intervention to meet the needs of individual students.

Progress Monitor all students in intervention every 20 days to monitor achievement.

Core Plan Title I

The use of several diagnostic tools, methods, programs, and instructional strategies to demonstrate schoolwide improvement of WESTEST 2 scores. Some of the components include Acuity, SPL, West Virginia Writes, Star Reading and Math, and Accelerated Reading and Math.

Core Plan Title I

<b>Beginning Date</b>	<b>Ending Date</b>	<b>Other Date</b>	<b>Related Goal(s)</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode</b>	<b>Funding Source(s)</b>	<b>Local Use</b>
Aug 01, 2011	Jun 01, 2012	Ongoing	Math and Reading	Mentoring	Beginning teachers	Coaching	County funded	
Aug 01, 2011	Jun 01, 2012	Ongoing	Math and Reading	Literacy and Numeracy	All faculty	Coaching	County Title I	
Aug 09, 2011	Aug 10, 2011		Technology	Dropbox, Acuity, Livegrades, iPads, and iPods	All faculty	Presenter	PLC funds	
Sep 21, 2011	Sep 21, 2011		Technology training	WVEIS WOW training	All teachers	hands on	County funded	
Oct 06, 2011	Oct 06, 2011		Math	Develop Math Solution agenda for PD	Principal and Assistant Principal	Conference call	School Improvement Grant	
Oct 07, 2011	Oct 07, 2011		Math	Develop final PD plan	Leadership Team	Meeting	None needed	
Oct 26, 2011	Oct 27, 2011		Increase all NFI students proficiency level in Math	Common Core Math Standards	All faculty	Presenter	School Improvement Grant	
Nov 09, 2011	Nov 10, 2011		Math and Reading	Create formative assessments	Grade level teams and county coaches	PLC	None needed	
Nov 16, 2011	Nov 16, 2011		Math	Discuss different math teaching strategies	All math teachers	EPD training from Math Solutions	School Improvement Grant and School level Title I	
Dec 09, 2011	Dec 09, 2011		Math	Review progress of PD	Leadership Team	meeting	None needed	
Dec 15, 2011	Dec 15, 2011		Math	Learning more about common core math standards	All math teachers	EPD from Math Solutions	School Improvement Grant and School level Title I	
Dec 22, 2011	Dec 22, 2011		Math and Reading	Understanding Student Behaviors	All teachers	lecture	School Level Title I	
Jan 05, 2012	Jan 05, 2012		Math	Gain a better understanding of common core math standards	All math teachers	EPD from Math Solutions	School Improvement Grant and School level Title I	
Jan 18, 2012	Jan 19, 2012		Math and Reading	Building formative assessments for Math and Reading	All teachers	PLC	None needed	
Jan 25, 2012	Jan 25, 2012		Math	Discuss implementation of Math Solutions teaching strategies	All math teachers	PLC	School Level Title I	
Jan 25, 2012	Jan 25, 2012		Math and Reading	Training teachers to work with parents and PD 360 videos	All faculty	Presenter and videos	School Level Title I	
Feb 20, 2012	Feb 21, 2012		Math	Further train on common core math standards	All teachers	Presenter	School Improvement Grant and School level Title I	
Mar 14, 2012	Mar 15, 2012		Math and Reading	Evaluate formative assessments	Grade Level PLCs	PLC	None needed	
Mar 21, 2012	Mar 21, 2012		Math	Discuss differentiated instructional strategies	All math teachers	EPD from Math Solutions	School Improvement Grant and School level Title I	
Apr 06, 2012	Apr 06, 2012		Math	Wrap up Math Solutions training for the year	All math teachers	EPD from Math Solutions	School Improvement Grant and School level Title I	
Aug 09, 2012	Aug 10, 2012		Math	Kick off Math Solution strategies for the school year	All teachers	Presenter	School Improvement Grant and School level Title I	

**Title I Schoolwide**

**1a. Provide instruction by highly qualified teachers**

List the name, job assignment {including grade level and subject(s)}, and certification/qualifications for

- all

teachers and paraprofessionals/aides in the school.

Tracey McCauley	Title I 3rd, 4th and 5th grade reading	Reading Specialist K-adult, Elementary Ed. K-6	
J. Christopher Colombo	Title I 3rd, 4th and 5th grade math	Elem Ed. 1-8, Social Studies 7-9, Reading Specialist K-12	
Mary Jo Greaver	Title I 3rd, 4th, and 5th grade reading	Remedial reading K-12, Multi-Subject K-8	
Judie Lee	4th Grade Teacher	Reading Specialist K-12, Multi-Subject K-8	
Meredith Postle	Fifth Grade	Elementary Ed K-6	
Meghan Flesher	Title I	Elementary Ed K-6	
Patricia Cezniak	Special EducationTeacher	Elementary Ed K-6, Special Ed K-6, Pre-K- Adult ESL, Masters in Curriculum and Instruction	
Julie Clayton	3rd Grade Teacher	Elementary Ed. Multi-Subject K-8, Masters Degree Reading Specialist K-12	

Sarah Britcher	Autism	Elementary Ed K-6, Special Ed K-Adult, Autism Certification	
Alison DeMaria	Specialist- Computer	Elementary Ed K-8	
Jan Snell	Special Ed- MI	Elementary K-8 Master in Special Education	
Angela Fratt	Cover Planning	Elementary Ed K-8, Pre-K-Adult SLD	
Jennifer Rome	5th Grade Teacher	Elementary Ed K-6	
Jamie Haines	5th Grade Teacher	Elementary Ed K-8	
Hannah Harris	5th Grade Teacher	Elementary Ed K-6 Masters in Educational Leadership	
Jennifer Hess	5th Grade Teacher	Elementary Ed K-8, Early Pre-K	
Jennifer Stacy	4th Grade Teacher	Pre K-6 MA in Teaching	
Heather Jack	3rd Grade Teacher	Elementary Ed.	
Alan Bashnett	5th Grade Teacher	K-8 Elementary Ed.	
Jennifer Koreski	4th Grade Teacher	Elementary Ed N-6, Speech and Communications	
Samantha Brosius	Special Ed, LD-MI	Elementary Ed K-6, Multi-Cat K-12, Social Studies Endorsement	

Colton Lee	Special Ed, BD	Elementary Ed. K-6, Special Education K-Ad Multicategorical, Autism	
Lesley Patsy	3rd Grade Teacher	Masters Reading K-adult, Elementary K-8	
Amber Nuzum	3rd Grade Teacher	Elementary Ed K-8	
Margaret Perri	4th Grade Teacher	Elementary Ed 1-6, Social Studies 7-9, Masters in Curriculum and Instruction	
Natalie Quillin	Specialist- Art	Art Education K-12	
Melissa Ramos	4th Grade Teacher	Elementary Ed K-6, Special Education K-12	
Cynthia Riley	Special Education- Vision	Visually Impaired K-12	
Helen Roberts	4th Grade Teacher	Elementary Ed K-6, Reading Specialist K-12, National Board Certified	
Lora Rohrbough	Special Education-LD	L.D. K-12, MM K-12, Elementary Education 1-6	
Marsha Shepherd	Specialist-PE	Phy. Ed. K-12, Health and Drivers Ed K-12	
Cheryl Bramble	3rd Grade Teacher	Elementary Ed 1-6 L.D. 1-12, MM K-12	
Karen Thomason	3rd Grade Teacher	Elementary Education K-8	

Danyelle Leadman	3rd Grade Teacher	Elementary Ed. K-6	
Cathy Walker	Specialist-Music	Elementary Ed, Music K-12	
Kim Lacaria	4th Grade Teacher	Elementary Education K-6, Pre-School	
Amanda Hoard	3rd Grade Teacher	Elementary K-6	
Jackie King	5th Grade	Elementary K-6, Pre-School	
Kelly Stier	Library K-5	French, Library	
Jennifer Slider	Speech Pathologist/Therapist	Speech Pathology and Audiology	
Jill Steele	Assistant Principal	Multi-Subject K-8 BA, Educational Leadership MA	
JoDee Decker	Principal	Multi-Subject K-8, Educational Leadership PK-Adult	
Judith Bennett	K-5- Special Ed Aide	Special Education Aide IV	
Melissa Bellotte	K-5 Library Assistant	Paraprofessional/Aide IV	
Marcie Bragg	K-5 Special Ed Aide	Autism Mentor	
Amy Huff	K-5 Special Ed Aide	Autism Mentor	
Nikki Henderson	K-5 Special Ed Aide	Autism Mentor	
Leslie Morgan	ESL Teacher	ESL Pre-K to Adult and Secondary English 5-Adult	

**1b. Highly Qualified Teachers: Describe the strategies utilized by the *school* to attract and retain highly qualified teachers.**

Explain

- **how**

the school will ensure highly qualified professional staff are employed in a manner that best enhances the schoolwide plan. What is the principal's involvement in the hiring process?

Describe the strategies utilized by the school to attract and retain highly qualified teachers (e.g., hiring incentives, collaborative teams, mentoring program etc.)

To attract and retain **Highly Qualified Teachers**, Nutter Fort Intermediate School provides ongoing professional development for its staff, grade level collaborative planning, mentoring/coaching opportunities, and a Technology Integration Specialist to promote teacher and student use of technology. Each teacher has a laptop, document camera, projector, and iPad. NFI is equipped with 3 mobile computer labs, 2 iPod labs, and 2 iPad labs. Staff is offered technology training to utilize equipment. Harrison County offers a mentor program for all new teachers that NFI implements. A literacy and a numeracy coach are available for staff use.

**2. Staff utilization: List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).**

The Title 1 staff at Nutter Fort Intermediate consists of 3.5 reading specialists. The classroom teachers and reading specialists will work together to ensure that all students are provided with the necessary instruction to meet benchmarks that are completed three times a year. Focus sessions are being provided based on individual student needs. Each Title I teacher provides two forty-five minute intervention periods a day for each grade level (3-5) for reading. Title I offers small group pullout during these times while classroom teachers provide larger group enrichment. Math intervention is also offered utilizing Title I staff to all grade levels in a pull out system and inclusion.

Title I, at the county level, has provided NFI with a Math Interventionist for all grade levels for half of the day. This interventionist pushes in and pulls out. She offers intervention in a regular classroom setting to students and also pulls out students who are struggling. She is utilizing the Math Solution teaching strategies that NFI has focused most professional development this school year.

Acuity data, phonics screeners, and formative assessments are being utilized in order to determine the appropriate focus group for each student. The results of these assessments are used to refine our focus groups. Extended learning time is provided by an after school program, Keepers, that allows targeted students to receive extra instruction.

**3. Program Overview: Provide a description of how the school will implement a program that addresses 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 student academic achievement standards. Include plans for extended time.**

Nutter Fort Intermediate's staff is highly effective in providing all students with a challenging, cohesive program utilizing the 3.5 Title I staff members to provide reading and math intervention. Students can achieve at a higher level when the following supports are implemented: a relentless focus on the academic core, a foundation of clear and high standards, assessments aligned with standards, the intensive efforts of teachers to improve their practice and extra instructional time.

In compliance with the SPL model, instruction will be focused and will provide immediate feedback and error correction, as well as offer

opportunities for extensive practice. A key piece of implementing intervention is using progress monitoring data to increase the intensity of instruction, until the student's scores indicate he/she will achieve benchmark. Formative assessment data (i.e. Star Reading & Math, Acuity, and Quick Phonics Screener) will contribute to a comprehensive assessment plan by enabling faculty to identify particular points in a program, to assess and monitor the progress being made towards achieving learning outcomes. Title I will address students who are in greatest need of assistance for only a particular skill, for the period of time it takes the student to achieve benchmark. A student need not be a participant for an entire school year. Third, fourth, and fifth grade students will be targeted based on Acuity data and informal reading/math performance descriptors. Using the results of progress monitoring, the basis on which students will receive Title I instruction will change. Those students demonstrating the most need will receive the greatest amount of service from the Title I staff. Title I will offer both small group and inclusion instruction to accomplish these goals.

### Meeting State's Academic Achievement Standards

Curriculum is aligned with the West Virginia Content Standards and is designed to enable students to work independently to meet the state's rigorous standards.

#### Reading:

Reading is critical to the entire educational process and plays an essential role in Nutter Fort Intermediate's curricular goals. Teachers reflect carefully on the reader, the text, and the task. The NFI staff is committed to developing and encouraging strategic, independent, and motivated readers. When students are matched with texts at the appropriate level, they are able to practice and apply critical reading skills that lead them to become successful and fluent readers. To comply with the state content standards and objectives (CSO's) and 21st century skills, lesson plans address the goal that all students shall become strategic independent readers. The reading program is dedicated to the following:

- 1) skill instruction, i.e., small literacy groups, skill or strategy lessons, teacher-guided reading of selections, five elements of reading stations/mini-lessons, on-line activities from the basal reading series.
  - 2) reading, i.e., read-aloud to children, reader's theater for fluency, classroom/student generated books, author studies, comprehension strategies, test-taking strategies, Accelerated Reader.
  - 3) language arts, i.e., writing workshop, response journals, spelling, oral language activities, editing, mechanics. Student's ability to write with proficiency is directly connected to their ability to read and comprehend.
- The gradual release model of reading instruction blends phonics and holistic principles and practices. Given a vast array of genres, students will apply comprehension skills and strategies to interpret meaning.

#### Mathematics:

School personnel face the difficult task of meeting the needs of an increasingly academically diverse population of students. A variety of programs for example, Daily Math, Writing Across the Curriculum, Investigations, Math Solutions curriculum, and the Scott Foresman math series, provide high interest and engaging activities that involve students as active learners. Real world connections are made through

the use of computer programs, manipulatives, math centers, games, and active participation, Gathering, reasoning, communicating, and making mistakes are addressed by the practice of mental math, standards based math, and Touch Math. An emphasis is placed on choosing appropriate problem solving strategies and applications, as well as writing constructed responses. Through the practice of test taking strategies, students become more aware of individual math strengths, and teachers are better able to target areas in need of improvement.

Math Solutions will be brought in to offer Professional Development to teachers. Focus will be made on common core standards and making real world connections in Math. This will be a year long professional development initiative being funded through a school improvement grant.

Accelerated Math and STAR Math are used extensively to accelerate the learning of mathematics when used in conjunction with the textbook and instructional practices already in place in the classroom. Several independent researchers have been able to demonstrate the positive effects of Accelerated Math on student math performance.

Nutter Fort intermediate will hire an interventionist for the second semester to help give students extra instructional time. This interventionist will provide students who are struggling in the areas of Reading and/or Math with extra help. Data will be taken from Acuity and Star benchmarks to determine which students need this extra instruction.

County level Title I will be providing a Math Interventionist to assist with all students in areas of concern in Math. Concerns will be identified through formative assessments, Acuity reports, and Star Math reports.

An after school extended day program, Keepers, will begin in February and end in May. Students will utilize extra instruction offered by NFI staff to help strengthen foundational skills.

**4. Transition Plan: If applicable based on the school's grade configuration, describe the assistance provided for *preschool children* in the transition from the WV Pre K - System to elementary school programs.**

Not applicable

**5. Parent Involvement:**

Title 1 offers a variety of opportunities to increase parent involvement. Each school year begins with an annual parent meeting held, August 18, 2011, that describes NFI's Title I program and ends with the Last Hurrah parent meeting to wrap up the school year. Funds are provided for parent coordinators who work cooperatively with Nutter Fort Intermediate parents and staff. Monthly newsletters are distributed to inform parents of upcoming events.

Throughout the year, family involvement activities are provided which include:

- Math and science night- March 2012
- Make and take workshop- March 2012
- Computer / technology night- March 2012

- Parent workshops to improve test taking strategies- April 2012
- Family fun night with literature- March 2012
- Family movie night- January 20, 2012
- Book bash- May 2012
- Assistance with positive behavior support activities- at the end of every grading period
- Parent lending library- Titles include topics on Child Rearing, Child Development, and Helping Children with Academics
- Parent resource center- Titles include topics on Child Rearing, Child Development, and Helping Children with Academics

**6a. Parent Involvement Policy: Enter the school's parent involvement policy that includes the required components from NCLB §1118(b)(1) and §1118(c)(1-5). The WVDE Title I template is initially provided but must be customized for your school.**

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Nutter Fort Intermediate

Parent Involvement Policy

GENERAL EXPECTATIONS: Nutter Fort Intermediate agrees to implement the following statutory requirements:

1. Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with the section 1118(d) of the ESEA.
2. Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
3. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
4. If the plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district)
5. The school will involve the parents of children served in Title I, Part A schools in decisions about the school. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
6. The school will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.

7. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring- (A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

8. PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS NOTE: The School Parental Involvement Policy shall include a description of how the school will implement or accomplish each of the following components. [Section 1118, ESEA]

Nutter Fort Intermediate involves the Parent Coordinators and the Five Year planning committee in the development of the Parent Involvement Policy.

1. NFI shall take the following actions to involve parents in the joint development and review of its school parental involvement policy under section 1118 of the ESEA:

Fall kick off meeting- 8/25/11 addressing program overview, testing/assessment, announce parent meetings/trainings, requirements of NCLB and review of documents. Last hurrah meeting- 5/12 meeting at the end of the school year.

2. NFI shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA.

NFI allows parents to view and make comments to the Parent Involvement Policy and the Parent Compact. The Title I plan is placed on the school website and distributed during PTSO and LSIC meetings. At the last hurrah meeting, parents are given a survey to evaluate the overall satisfaction of Title I programs. These surveys are used by the Title I staff to make changes to the program.

3. NFI shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting.

NFI holds a fall kick off meeting to inform parents of the school's participation in a school wide Title I program. NFI also holds a last hurrah meeting to evaluate the program.

4. NFI shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

NFI utilizes STAR Reading and Math progress reports and Accelerated Reader/Accelerated Math progress reports to determine student progress. Parents are informed of how students are doing with these programs through the use of Livegrades. Parent-Teacher Conferences are held twice a year. Open House is held in August to welcome parents into the school to meet and communicate with teachers. Title I

parent coordinators provide a newsletter monthly to keep parents informed. An innovation zone grant has offered assistance with parent meetings to inform parents of the change in the grading system.

5. NFI shall, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

NFI provides opportunities through the PTSO for parents to meet and formulate suggestions to better enhance the education of their children. The school responds at each meeting by having an administrator present to take suggestions and deliver them back to the NFI staff at PLC meetings.

6. NFI shall provide each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.

At the beginning of every school year, NFI sends state WESTEST 2 student reports to the parents to explain results. Concerns are addressed during Fall Kick-off or conferences.

7. NFI shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. 71710, December 2, 2002)

A Parents Right to Know letter informs parents of highly qualified staff. If there is a staff member who is not highly qualified a Parents Right to Know letter is sent out.

8. NFI shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described:

the state's academic content standards- a link is found on NFI website

the state's student academic achievement standards- a link is found on NFI website

the state and local academic assessments including alternate assessments- a letter sent home by state superintendent

the requirements of Title I Part A- at parent meetings

how to monitor their child's progress- Livegrades training and letters

and how to work with educators- at Title I Kick off meeting

9. NFI shall provide materials and training to help parents work with their children in the areas of improving student achievement, including literacy training and using technology, child development, child rearing and additional topics parents may request.

NFI has a lending library that is available to all parents. The parent coordinators continually stock the library with relevant materials that

will assist parents with many different topics. The library can be found at the front entrance of NFI. NFI holds annual parent trainings that cover a wide variety of topics such as: technology, math and science nights, make and take workshops, how to improve test taking strategies, and family fun nights.

10. NFI shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

NFI parent coordinators help coordinate the tie between the parents and the school staff. These coordinators help promote the education of teachers, pupil services personnel, principals, and other staff by sharing ways to help keep communication open between parents and all school staff. These coordinators also develop a newsletter to help with this communication.

11. NFI shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children

NFI does not have preschool. NFI does have a Parent Resources Center available in the Intermediate entrance and library.

12. NFI shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

Home-school communications will reflect appropriate readability levels, will be language specific, and will be distributed multiple times to ensure parents are informed of how they can assist their child and contribute to school activities. Livegrades is also available to aid in the communication between the teacher and the parent.

**PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS NOTE:** The School Parental Involvement Policy may include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in school to support their children's academic achievement, such as following discretionary activities listed under section 118(e) of the ESEA

1. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training;
2. providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
3. paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, enable parents to participate in school-related meetings and training sessions;
4. training parents to enhance the involvement of other parents;

5. arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
6. adopting and implementing model approaches to improving parental involvement;
6. establishing a school-parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
7. developing appropriate roles for community based organizations and businesses in parental involvement activities.

IV: Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, strategic planning committee, and Title I committee.

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(Signature of Authorized Official)

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(Date)

Committee Members: JoDee Decker, Principal, Jill Steele, Assistant Principal, Hannah Harris, 5th Grade team leader, Jennifer Koreski, 4th Grade team leader, Cheryl Bramble, 3rd Grade team leader, Samantha Brosius, Special Education teacher, Theresa Hummel, Parent Coordinator, and Megan Basler, Parent Coordinator

January 17, 2012

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**6b. School-Parent-Compact: Enter the school's School/Parent Compact that includes the required components from NCLB §1118. The WVDE Title I School-Parent Compact is initially provided but must be customized for your school.**

#### NUTTER FORT INTERMEDIATE SCHOOL-FAMILY COMPACT

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind. It is imperative that each person assumes his or her responsibilities. This compact is voluntary and not legally binding on the parties.

#### AS A SCHOOL, WE WILL

- set high standards and high expectations by expecting students to not only learn the basics, but also to concentrate on higher level thinking skills in order to reach their individual potential while preparing for middle school.
- provide and support sound instruction by assigning meaningful activities with clear directions, offer special assistance, and appropriate time to students who progress at different rates.
- set firm and fair safety, discipline, and drug enforcement policies.
- make the use of computers and internet a routine part of instruction by reinforcing lessons and skills while enabling students to become technologically literate.
- communicate with families frequently and at convenient times and locations, inform students, families, and the community about the high academic standards at our school and how they can help students learn to use these standards.
- make the school a friendly place for parents to meet and talk.
- give families timely reports on student progress and on the school's overall performance.
- support Title I requirements to get families involved in school decisions.
- create opportunities for all families to volunteer in the classroom, after school, and in other capacities.
- provide guidance to parents on helping their children with homework and on learning at home.
- give staff and teachers the training to work effectively in partnership with families.

#### AS A FAMILY, WE WILL

- discuss the importance of working hard to getting the most out of school.
- monitor your child's progress and supervise the completion of homework, read at home together, or encourage 30 minutes of reading per night.
- attend back to school events and parent teacher conferences, ask questions about concerns at the school, and be champions of the school.
- volunteer for at least one event each semester, whether it is student monitoring, tutoring or support for special activities, such as arts

- programs, science fairs, and/or field trips.
- participate in school decisions by attending meetings and by serving on advisory councils.

AS A STUDENT, I WILL

- recognize that hard work and determination is what it takes to be successful in school.
- discover my own unique abilities.
- attend school each day ready to learn.
- stay on task.
- help make my school a safe place to learn by following the school discipline policy.
- learn to use technology to help me do well in school and learn necessary skills.
- talk with my family about what I am learning and doing in school.
- volunteer to share my talents tutoring or mentoring other students and get involved in service projects that benefit my school and community.

Please sign and return to your child's teacher.

(School)	(Parent)	(Student)
(Date)	(Date)	(Date)

**7. Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.**

Nutter Fort Intermediate involves parents in the process of planning, joint development of the program, and evaluations of the program in various ways. A fall kick off meeting is held in August addressing program overview, eligibility, testing/assessment, announce parent meeting/training, requirements of NCLB and review of documents.

In addition, we will hold a "Last Hurrah!" meeting at the end of the school term to review program issues, revise parent policies/compact, and provide feedback to plan for the next school term. Parents provide feedback at this meeting by completing a survey. Throughout the school year, NFI shall provide materials and training to help parents work with their children in the areas of improving student achievement, literacy and technology training, child development, child rearing and additional topics that parents request. Parent coordinators have been hired to help with this goal.

The Title I plan is available on the NFI website for parent access and review. It is distributed during PTSO and LSIC meetings for review before submission. After distribution at these meetings, parents are offered the option of giving suggestions and evaluating the plan and

the program. Parents are involved in the Five-Year Strategic planning committee for evaluation of the Title I programming evaluation at the school using the Evaluation Tool. Parent Coordinators assist in the implementation of the Title I program in various ways. Coordinators develop a monthly newsletter, monitor the Parent Lending Library, organize and operate the Book Bash, and assist with the PBS Mustang Wagon.

**8. Describe how the school coordinates and integrates federal, state and local services and programs with the school's Title I program.**

Through local and school Title I funds and special education funds, NFI employs interventionists to assist with offering students extra assistance. A Math interventionist has been hired to help all grade levels and subgroups in this core subject. Local Title I funds will provide an interventionist to help prepare the students for WESTEST 2 by offering WESTEST 2 Prep.

NFI has a PBS program that is implemented school wide. Student are rewarded with mustang money when meeting positive behavior expectations. At the end of the grading period, students are permitted to purchase items with this money from our Mustang Wagon. They are also permitted to attend end of the grading period rewards. NFI also holds a monthly Stand Up to Bullying Day. Students are encouraged to wear pink or their Stand Up to Bully shirts to demonstrate support against bullying in our school. Each morning, a televised broadcast titled Mustang Mornings, is hosted by administration and a student guest. This program offers students extra practice using Acuity questions, math facts and vocabulary, as well as celebrating good behavior and accomplishments of classes and individuals.

NFI also works with our feeder high school to offer student mentors. These mentors come into the classroom and offer NFI students assistance.

**9. Describe the procedures the school utilizes to include teachers in the decisions regarding the use of academic assessments (both summative and formative) to improve the overall instructional program and ensure effective timely assistance to students experiencing academic difficulties.**

Nutter Fort Intermediate staff members provide reading and math intervention based on each student's assessment results from WESTEST 2, Acuity, teacher made formative assessments, and Star Reading and Math. Each grade level participates in weekly team meetings to monitor student achievement and adapt instruction accordingly. Assessments are given every 20 days to determine if students have mastered the focused skill, and are ready to move to a different focus group. Title I teacher schedules are adjusted based on the results of these assessments to accommodate group changes. The administration, teachers, and coaches work together to help ensure student success, differentiated instruction, and the implementation of our three tiered intervention program for Reading and Math.

NFI has implemented a new grading policy through an Innovation Zone grant. Third grade is graded using the following scale: D= Distinguished, AM= Above Mastery, M= Mastery, PM= Partial Mastery, and N= Novice. This grading policy correlates with WESTEST 2. The policy will be carried into Fourth Grade for the 2012-2013 school year and the fifth grade for the 2013-2014 school year. Teacher made formative assessments are used to determine the progress of students. These results correlate with instruction, such as determining which students need re-teaching or intervention. This grading policy is the beginning of a student growth model, utilizing cutting edge SPL focus.

**10. Describe how the school annually evaluates the implementation of and the results achieved by the school wide program using the State assessment and other indicators to revise the plan to ensure continuous improvement.**

NFI participates in "Data Day" at the beginning of the year to determine student performance as measured by WESTEST 2. Teacher referral criteria is another indicator used to revise the plan to ensure continuous improvement. Benchmark assessments are monitored throughout the school year to determine areas of strengths and weaknesses. NFI implemented the IPI inventory this school year to monitor student engagement.

Administrators use walk through, observation, and evaluation data to determine the implementation level of professional development. Teacher surveys at the end of the year help evaluate the Title I program. The committee then meets to complete the evaluation tool for the plan.

**11. Professional Development: Describe how the school provides sustained, ongoing professional development for teachers, principals, and other pertinent school staff. (e.g., professional learning communities, collaborative planning, coaching). The description should indicate how often these activities occur and how the outcomes of the activities are monitored and evaluated for effectiveness.**

**Describe how the school trains teachers to work with parents.**

Professional Development is provided regularly throughout the school year. The NFI staff is encouraged to participate in local, county, and state workshops to become aware of new teaching strategies. Consultants, who focus on areas of concern, are provided to the staff. A literacy coach offers NFI staff assistance in preparing curriculum maps and assessments. Time is provided weekly for a brief grade level PLC meeting. Administrators review agenda, participate in team meetings, and review and analyze team feedback report.

Professional development focusing on technology will occur throughout the year provided by our Technology Integration Specialist. This training will include programs such as TechSteps, Acuity, Writing Roadmap, Dropbox, Apple computers, iPads, and iPods.

Math Solutions will be part of a year long professional development program that will focus on Math. Common Core standards and real world application in math will be the focus of the sessions. NFI has a numeracy coach who works with grade level PLCs to help develop formative assessments.

NFI encourages teachers to have open dialogue with parents through classroom newsletters, online grading systems, phone calls, progress reports, SAT meetings, parent-teacher conferences, agenda books, email, and the school website. Training is held regarding online grading systems and web page development. Implementation of professional development is monitored through classroom walk throughs, observations, and evaluations. Title I offers a training for teachers to discuss best practices on how to work with parents. Livegrades offers communication between the teachers and parents.

Nutter Fort Intermediate is increasing the technology we have in the building. Teachers will continue to be offered professional development on the various technologies available to them. Nutter Fort has purchased three mobile computer labs. Teachers have laptops, projectors, iPads, and whiteboards available to them in their classrooms. Two iPod labs and two iPad labs are included in the new technology offered to students at Nutter Fort. Wireless access points have been added to the building through school levy money. Teachers and students can now access the internet from anywhere in the building. Three class sets of responders have been purchased to help incorporate technology into the curriculum. Each teacher will have a document camera in the classroom. Students and teachers will have technology at their fingertips to enhance the learning experience.

Schools and counties should analyze digital divide survey reports as a needs assessment for technology planning.

[Digital Divide](#)

[Student to Computer Ratio, Teacher to Computer Ratio, Bandwidth Implementation](#)

Summarize concerns from the analysis of the survey.

Older computers need to be replaced with ones that are more up to date with the technology needs of today's student . As we obtain more technology, professional development should continue in order to encourage integration through all curricular areas thus promoting student achievement. Since students learn very effectively and efficiently through the use of technology, children should have daily access to laptops and text and materials that are available online.

**Section 1: Profile Information**

**1.1 School Profile - Please type in the total numbers within your school for the following locations**

<b>Location</b>	<b>Total Number</b>
<b>Classrooms:</b>	<input type="text" value="43"/>
<b>Buildings:</b>	<input type="text" value="1"/>
<b>Administrative Offices:</b>	<input type="text" value="3"/>
<b>Non-Instructional Offices:</b>	<input type="text" value="4"/>
<b>Library Media Center:</b>	<input type="text" value="1"/>
<b>Stationary Computer Lab:</b>	<input type="text" value="2"/>
<b>Mobile Computer Lab:</b>	<input type="text" value="3"/>
<b>Students:</b>	<input type="text" value="509"/>
<b>Grade Configuration:</b>	<input type="text" value="Grade 03"/> - <input type="text" value="Grade 05"/>

**School Web Page Address:**

<http://www.harcoboe.com/nfi/>

Definitions

- Classrooms                      Any room where instruction takes place on a regular basis
- Buildings                        For E-Rate purposes indicate the number of buildings at this location
- Administrative Offices        e.g., Administrators, Guidance Counselors, School Support Personnel
- Instructional Offices         e.g., Teacher offices or instructional workrooms
- Stationary Computer Labs    Fixed locations containing multiple computers for sign-up use by classes or groups of individuals (not a lab where classes are assigned to meet every day - count this as a classroom)
- Mobile Computer Labs        Portable carts containing multiple laptop computers that can be transported to a variety of locations

Section last modified 10/14/2011 10:10 by JKD33233

**Classroom Connectivity Information**

**Network Connectivity in Classrooms**

**Complete the table below indicating the total number of classrooms for each different type of network connectivity listed.**

**Number of Classrooms with these types of Network Connectivity**

Number of Classrooms with Internet Access	<input type="text" value="43"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

**Connectivity**

**Consider all computers (desktops and laptops) in the school to answer the following:**

Total Number of Computers (desktops and laptops)	Number of Computers with Network Connectivity
Number of computers (desktops and laptops) in the school with Internet access	<input type="text" value="373"/>
Number of drops in the school (drops are defined as wired connections that access the Internet)	<input type="text" value="171"/>

Do you have wireless connectivity in the school?

Yes  No

How many computers in the school can connect to the wireless network?

138

Section last modified 12/08/2011 10:12 by JKD33233

**Section 3 and 4: Desktop, Notebook and Netbook Computers**

		Windows			Apple OSX	Linux	Totals
		Windows XP	Vista	Windows 7			
<b>Administrative Computers</b>	<b>Desktops</b>	5	0	0	0	0	5
	<b>Notebooks</b>	3	0	0	3	0	6
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Non-Instructional Computers</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Student Computers</b>	<b>Desktops</b>	156	0	0	0	0	156
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Teacher Computers</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	5	8	0	36	0	49
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Library Media Centers</b>	<b>Desktops</b>	5	0	0	0	0	5
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Stationary Lab</b>	<b>Desktops</b>	0	27	0	35	0	62
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Mobile Lab</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	0	0	0	94	0	94
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Totals</b>		174	35	0	168	0	377

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### Section iPads: iPads

	iPads
Administrative Computers	2
Non-Instructional Computers	0
Classroom/Student Computers	0
Classroom/Teacher Computers	37
Library Media Centers	0
Stationary Lab	0
Mobile Lab	10
<b>Total Number of iPads in School</b>	<b>49</b>

Section last modified 08/29/2011 08:08 by JKD33233

### Section 5: Connectivity

#### Connectivity

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

Number of computers (desktops and laptops) in the school with Internet access

373

Number of drops in the school (drops are defined as wired connections that access the Internet)

171

Do you have wireless connectivity in the school?

Yes  No

How many computers in the school can connect to the wireless network?

138

Section last modified 04/19/2010 07:04 by RSJ33233

### Section 6: Equipment Count

How many rooms in the school have telephone drops (service)?

43

Count all rooms including administrative and offices.

Of these rooms, how many of these classrooms in the school have telephone drops (service)?

43

#### Projection Devices

Complete the table below indicating the total number of projection devices (i.e., Data Projectors, LCD panels, etc. Does not include overhead projectors) for each category.

Projection Devices

Mobile	Mounted Permanently	Totals
64	1	65
0	36	36

Projection Devices

Electronic White Boards

Section last modified 12/08/2011 10:12 by JKD33233

### Section 7: Professional Development

**WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement. Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc. In order to answer this question, the teachers may need to be surveyed individually or by a show of hands at a faculty senate/or faculty meeting. A survey to use is available.**

**Estimate the number of teachers in the school in the previous school year that have received training in technology integration to improve student achievement.**

7.1 Number of teachers in the school.

43

7.2 Number of teachers trained for 0 hours.

0

7.3 Number of teachers trained for 1-5 hours.

0

7.4 Number of teachers trained for 6-15 hours.

40

7.5 Number of teachers trained for 16-25 hours.

1

7.6 Number of teachers trained for 26-50 hours.

1

7.7 Number of teachers trained for more than 50 hours.

1

7.8 Total number of teachers trained in the school (Should match 7.1).

43

**Click here for survey that can be distributed to teachers in mailboxes/or questions that may be asked at a faculty senate meeting. [Digital Divide Teacher Survey](#)**

Section last modified 12/08/2011 10:12 by JKD33233