

2018 - 2019 Ohio County Schools Title I Schoolwide Plan for Bridge Street Middle School

HQ Teachers

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
Beck, Laura	7 th Grade Social Studies	K-8 Multi-Subject; 5-8 Social Studies
Black, Amy	6 th grade Special Education	Elementary K-6, Special Ed MI 5-Adult Special ED BD LD 5-Adult, K-6, Autism 5-Adult, K-6
Broski-Birch, Jessica	7th Grade English/Language Arts	Elementary Education K-6, ESL K-12, English 5-9, NBCT
Buch, Samantha	8th Grade Math	Elementary Education 1-8, Math 5-8
Campbell, Kim	6 th Grade English/Language Arts	Elementary K-6, English 5-9
Coates, Cole	8 th grade English/Language Arts	English 5 - AD
Crumm, David	Assistant Principal	Administrative Certificate (Superintendent PK-AD, Supervisor General Instruction PK-Ad, Principal PK-AD), Math 5-AD
Cummings, Meri	Spanish	Biology 9 – AD, Spanish PK - AD
DeSantis, Katrina	Media	Journalism, English 5 - AD
Freeman, Stefani	Art	Art Education PK- AD, Media Specialist Certificate
Gray, Becky	6th Grade English/Language Arts	English 5-12, Math 5-8, Reading Specialist PK-AD
Gocksetter, Amy	8 th grade Special Education	
Hazlett, Patricia	Title I Reading Specialist	Reading Specialist PK-AD, Multi-Subjects K-8, NBCT
Kirchner, Vicki	7th Grade Math	Math 5-8
Kolb, Joseph	Principal	Multi-Categorical (LD, BD, MI) K-Adult, Autism K-6, Autism 5-AD, Principal Pre-K-Adult, Elementary K-6

Krieger, Amy	7th Grade English/Language Arts	English 5 – AD, NBCT
Lowther, Brock	6th Grade Social Studies	Social Studies 5-12, Math 5-9
Meyers, Judith	Strings	Music PK - AD
Miller, Rachel	8th Grade English/Language Arts	English 5-AD, NBCT
Moffa, Karen	6th Grade Science	General Science 4-8, Elementary 1-6
Mortakis, Kelley	Title I Mathematics	Elementary Education K – 6, Math 5 - 9
O'Donnell, Stephanie	7th Grade Special Education	Special Education - LD/BD/MI, NBCT
Rose, Brittany	Counselor	32-1 Professional Student Support Certificate Counselor PK -AD
Schmitt, Michael	8th Grade Social Studies	Social Studies 5-12
Schultz, Julie	Chorus, General Music	Music PK - AD
Thomas, Rick	6th, 7th, 8th Grade Health and Physical Education	Health K-12, Physical Education K-12, Social Studies 5-12
Underwood, Nathan	Band, General Music	Music PK - AD
Yates, Amanda	8 th Grade Science	General Science 5-AD, Middle School Science 5-9

Title I Staff and Utilization

Teacher Name	Mathematics/Reading	Utilization
Patricia Hazlett	Title I Reading	Implement core, targeted, and intensive instruction for personalized learning by providing support with small group interventions and in-class instruction in Grades 6, 7,

		and 8. Students needing extra support will receive small-group instruction ranging from 35 to 40 minutes per week.
Kelley Mortakis	Title I Mathematics	Implement core, targeted and intensive instruction for personalized learning by providing support with small group instruction and in-class instruction in Grades 6, 7, and 8. Students needing extra support will receive small-group instruction ranging from 35 to 40 minutes per week.

Date and method of "Parents Right to Know" notification: September newsletter

Date and method of Principal Attestation notification: September newsletter

Program Overview

All staff will meet with the guidance counselor in August 2018 at Bridge Street Middle School to obtain West Virginia General Summative Assessment data needed for identification of low-achieving children and those at-risk of not meeting the State student academic achievement standards.

The teachers will address school strengths and weaknesses in grade level Collaborative Team Network meetings. At this time, the needs of at-risk students will be discussed and strategies planned accordingly. The teachers will guide instruction of the content standards in their area of the curriculum.

The special education teachers will complete Individualized Education Plans for all special education students. Title I, special education, language arts, and mathematics teachers will collaboratively plan and teach throughout the school year to provide effective instruction. Modifications and alternative strategies for at-risk students will be made as needed. Special education teachers will conduct daily instruction designed to meet specific learner needs based on formative data to provide mandated additional instructional time.

Title I teachers will provide at-risk students additional instructional time 35-40 minutes weekly, primarily through enrichment classes and during a related arts class. The instructional design will utilize small group and individual instruction to address the West Virginia College and Career Readiness Standards. Title I teachers will model alternative instructional strategies for whole group or small group instruction in the language arts/mathematics classes, in addition to providing language arts/mathematics teachers with support materials. Additionally, the Title I reading teachers co-teach with

the content area teachers to provide reading strategies for informational text support at various times throughout the week. Title I teachers will provide extended time sessions throughout the school year for those students with the most needs. Additionally, daily homework help is available to the students.

A county-wide extended school year program is provided for our students and is staffed with Bridge Street Middle School personnel. The program provides additional instruction in reading and math, grades K-8.

Transition Plan

Bridge Street will hold articulation with both elementary schools who are feeder schools, and transition activities will occur with Wheeling Park High School.

Parent Involvement Plan

Title of Session	Brief Description	Presenter	Date
Back to School Night	Overview of Title I program, explanation of curriculum and assessments, WV General Summative Assessment results provided to parents with explanation of scores, individual conferences scheduled as requested	Principal, Title I teachers, Special Education teachers, classroom teachers, and all staff	August 14, 2018 – 6 th grade night
Extended Day	Reading and math interventions	Title I Teachers	Fall 2018, Spring 2019
Parent Teacher Conferences	Opportunities for parents to meet with teachers to discuss student progress/concerns	Staff and Parents	As scheduled by parents and teachers
Family Fun Night	Parent involvement opportunity	Staff	TBA
"Get a Life"	Students rotate through stations to learn the importance of obtaining an education and goal setting	Stephanie O'Donnell, 7 th grade teachers, community members (Partners in Education)	November 16, 2018

Other Parent Involvement Activities/Correspondence

Other Activities/Correspondence	Frequency
Care calls for absent students	daily
Twitter	As needed
BSMS Boosters' Facebook	As needed
School Messenger Parent Calling System will be utilized to contact parents of students with 3+ unexcused absences from school	As needed
Schoology	Updated by staff weekly
Student agenda/planners	Updated by students daily
E-mail, phone calls, letters, postcards	As needed

Parent Involvement Policy

School Parental Involvement Policy 2018 - 2019

PART I. GENERAL EXPECTATIONS

Bridge Street Middle School agrees to implement the following statutory requirements:

- 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 section 1118(d) of the ESEA.
- 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.
- 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.
- If the school-wide program 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).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement

activities. 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.

- 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.

- 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.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bridge Street Middle School 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:

- A Bridge Street Middle School Title I Parent Involvement Committee will be formed. This committee will meet in the fall and spring of every school year.

- One member on the Bridge Street Middle School Title I Parent Involvement Committee will serve as a representative on Ohio County School's Title I Parent Involvement Committee.

2. Bridge Street Middle School 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 :

- Parents will serve on the school's and county's Title I Planning Committee.

Records of meetings will be maintained and data gathered.

- Parents will provide input through annual surveys and dialogues with teachers and principals.

3. Bridge Street Middle School shall hold an annual meeting to inform parents of the school's participation Title I, Part A programs, and to 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.

- The school will host a "Back to School Night" in August. All parents will be invited to attend the "Back to School Night." During this evening, the Title I staff will explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.

4. Bridge Street Middle School 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.

- Incoming sixth grade students and their parents will receive information about the school's curriculum through the articulation meetings held annually in May. Also, at the beginning of the school year, sixth grade students are invited to pick up their schedules before school starts and tour the building with a parent.

- The school will host a "Back to School Night" in August. During the evening, parents and students will receive an overview of the curriculum. Additionally, an explanation of the West Virginia General Summative Assessment data will be provided.

- The Collaborative Team Networks will inform parents of their children's assessment results from the Specialized Personal Learning assessments.

5. Bridge Street Middle School shall, at the request of parents, provide opportunities for regular meetings, held at flexible times, 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 by:

- Parents will have the opportunity to attend teacher-parent conferences.

- Parents are invited to schedule meetings throughout the school year on an as-needed basis.

- Teachers are encouraged to maintain ongoing two-way communication with families and community members.

6. Bridge Street Middle School shall provide each parent an individual student report about the performance of their child on the State assessment in math, language arts, and reading by:

- The staff at Bridge Street Middle School will distribute the students' West Virginia General Summative Assessment scores to the parents during the "Back to School Night." The remaining West Virginia General Summative Assessment scores will be distributed and parental receipt is documented and filed.

7. Bridge Street Middle School shall take the following actions to provide parents timely notice

when their child has been assigned or has been taught for four (4) 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. Reg. 71710, December 2, 2002):

- The principal will attest annually in writing that the staff members are highly qualified through the first school newsletter.

- Bridge Street Middle School will also notify the parents of each student that they may request information regarding the professional qualifications of the student's classroom teachers.

- Bridge Street Middle School will provide timely notice that the parent's child had been taught for four or more consecutive weeks by a teacher who is not highly qualified via a letter to the parents.

8. Bridge Street Middle School shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the action described below--

- the state's academic content standards

- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Title I Part A
- how to monitor their child's progress, and
- how to work with educators

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

- Family Fun Nights
- Conferences
- Open House
- Parent Education Programs
- Classroom Observations
- Volunteer Programs
- School Academic and Enrichment Organizations
- Title I Parent Advisory Committee
- Home Visits

10. Bridge Street Middle School 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 the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional Learning Sessions
- Family Fun Nights
- Written/Oral Communications

11. Bridge Street Middle School 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.

12. Bridge Street Middle School will take the following actions to ensure parent communications are language appropriate. All Title I newsletters, the school Schoology page, interim reports, report cards, attendance reports, and all other communications for parents will be provided for them in their primary language.

PART III. 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, as evidenced by Jennifer Nick, parent member of the LSIC.

This policy was adopted by Bridge Street Middle School on August 16, 2018, and will be in effect for the period of the 2018-2019 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 16, 2018.

(Signature of Authorized Official)

(Principal)

(Date)

Date and method of distribution: August 16, 2018, printed in every student's agenda, uploaded to BSMS website, and posted in main office

Date posted to Schoology and in Main Office: August 16, 2018

School-Parent Compact

August 16, 2018

Dear Parents/Guardians,

The Title I Program is a part of the Federal No Child Left Behind Act. The intent is to ensure that all students learn. Title I is a support program designed to meet the various needs of the students in the basic skills of the language arts and mathematics. Also, the program offers a variety of opportunities for parents to participate in the activities that are both informative and enjoyable.

The Title I staff works closely with the classroom teachers, guidance counselors, and the administration. The staff provides additional strategies and support for the classroom teacher as well as offering a support system for the home through the Home/School Intervention Coordinator.

The School-Parent Compact is attached to this letter. This compact identifies the goals of the Title I Program. Please take a moment to review the goals and responsibilities within the compact. Since Bridge Street Middle School offers a school-wide Title I Program, all parents and students pledge their support for the program by signing the Title I School-Parent Compact.

Please sign the School-Parent Compact and return it to your child's homeroom teacher by **August 24, 2018**.

If you have any questions about the Title I Program, please feel free to contact the Title I staff. We look forward to hearing from you.

Sincerely,
Patty Henderson
Kelley Mortakis

Please review the compact before signing.

Parent's Signature

Date

Title I teacher's signature

Student's Signature

Date

Title I teacher's signature

Address

Title I teacher's signature

City

State

Zip

Phone Number

SCHOOL-PARENT COMPACT

Bridge Street Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019.

School Responsibilities

Bridge Street Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide a safe school environment that fosters learning, provides opportunities for success, and strives to develop knowledgeable, responsible, caring, independent students.
- Provide a coordinated program which addresses specific needs of students by incorporating a variety of instructional strategies in the curriculum.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- The parent conferences will be held on an as-needed basis.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Interims
- Report Cards
- Attendance Reports
- Schoology

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Telephone
- E-mail
- Mail
- Home Visits
- Conferences on an as-needed basis

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Attending Open House
- Parent Teacher Orientation
- Parent Education Programs
- Classroom Observations
- Volunteer Programs
- Educational Trips
- Title I Parent Advisory Committee

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom and supporting enrichment

programs..

- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Attend school regularly.

Date and method of distribution: sent home with every student on first day of school (August 16, 2018)																			
Rate of return: 100%																			
Date posted to Schoology and in Main Office: August 16, 2018																			
Parent Involvement Planning																			
Describe how parents are involved in the planning, implementation, and evaluation of the Title I program. Title I has a parent representative who attends county meetings with the Title I director. Our school also has a Title I Parent Committee where we review the Title I program and receive questions, comments and concerns. Parents are invited to attend the Strategic Plan work sessions through the school newsletter. In developing the school strategic plan, parents and community representatives are involved through the LSIC every nine weeks. Prior to submission of the strategic plan, parents are provided an opportunity to review the plan for the purpose of providing additional suggestions. Parents are actively involved in the implementation and evaluation of the Title I program through the completion of annual surveys.																			
Date of survey: May 2018																			
Results of survey: Your child's grade level __6-8__ (10 responses)																			
<table border="0"> <tr> <td>YES</td> <td>NO</td> <td></td> </tr> <tr> <td>34.4%</td> <td>65.5%</td> <td>1 My child could use additional help in Reading.</td> </tr> <tr> <td>42.6%</td> <td>57.3%</td> <td>2. My child could use additional help in Mathematics.</td> </tr> <tr> <td>45.9%</td> <td>54%</td> <td>3. My child would benefit from extra help in reading or math.</td> </tr> <tr> <td>54%</td> <td>45.9%</td> <td>4. I would attend a family fun night.</td> </tr> <tr> <td>100%</td> <td></td> <td>5. My child attends school on a regular basis.</td> </tr> </table>		YES	NO		34.4%	65.5%	1 My child could use additional help in Reading.	42.6%	57.3%	2. My child could use additional help in Mathematics.	45.9%	54%	3. My child would benefit from extra help in reading or math.	54%	45.9%	4. I would attend a family fun night.	100%		5. My child attends school on a regular basis.
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Meeting dates: October 2018 and May 2018																			
HQ Professional Learning																			
Session	Date																		
Schoology Training, Mandatory Reporting and Policy Updates	August 13, 2018 and August 14, 2018																		
How to Work with Parents	Presented by Title I October 13, 2017																		
County-Wide Professional	September 14, October 26, December 7, January 3,																		

Learning	February 15, April 5, May 24
HQ Teacher Strategies	
<p>BSMS is implementing the following initiatives to attract and retain highly qualified teachers:</p> <ul style="list-style-type: none"> -Placement of teachers on grade level teams in order to collaborate and provide support during daily common planning periods. -Title I will provide job embedded professional learning to novice and veteran teachers. -Sustained professional learning through participation in Collaborative Team Networks. -All teachers in Ohio County School participate in a three-year Teacher Induction Program. 	
Curriculum and Academic Assessments for Continuous Improvement	
<p>Title I teachers will review and analyze WV General Summative Assessment data for each grade level and content area. The MAPping plan will be formulated based on the results of the data, and through grade level team meetings, teachers will be provided the opportunity to review the strengths and weaknesses. The teachers will then provide feedback for implementing rigorous and relevant activities and strategies to address the need of students who need additional time and support to master essential concepts.</p> <p>Class scheduling will allow for the students to receive targeted and intensive interventions. Assessments and benchmarking will be completed and the interim assessments. During common plans, benchmarks will be analyzed and individual student results will be used to determine if interventions are needed.</p> <p>Students who scored does not meet standards or partially meets standards on the WVGSA in mathematics and/or reading/language arts will receive targeted or intensive instruction as needed, in addition to considering prior classroom performance. Title I teachers will co-teach with the regular classroom teachers (math and science).</p> <p>Students obtaining does not meet standards or partially meets standards will also be scheduled for math enrichment, reading enrichment, and/or tutoring class on a daily basis. The Title I teachers will pull students from the enrichment classes in order to provide small group instruction. As a result, each at-risk student will receive a minimum of 35 minutes of additional services per week.</p> <p>Evaluation of the Title I programs at BSMS is completed annually through parent, student, and teacher surveys. The principals conduct walk-throughs to assure that specific instruction is occurring that is aligned with student learning and achievement goals.</p>	
Coordination of School Services	
<p>Funding from the school's basic Title I allocation will be used to provide professional learning for all teachers, to offer parent trainings, and to support extended day programs and activities. In addition, Title II funds support professional learning in WV College and Career Readiness Standards as well as specialized professional learning specific to Title I teachers.</p>	
Plan Approved by:	

Date Approved:

mtl halle
7 nov 18