

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	West Point Public Schools
County Dist. No.:	20-001
School Name:	West Point Beemer Middle School
County District School Number:	004
School Grade span:	5-8
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify) <u>Technology</u>
School Principal Name:	Brendan Calahan
School Principal Email Address:	bcalahan@wpcadets.org
School Mailing Address:	1200 East Washington Street West Point, NE 68788
School Phone Number:	402-372-5546
Additional Authorized Contact Person (Optional):	Lynette Mitzel
Email of Additional Contact Person:	lmitzel@wpcadets.org
Superintendent Name:	Bill McAllister
Superintendent Email Address:	wmcallister@wpcadets.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(Include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Brendan Calahan Melissa Stutzman Lynette Mitzel Brenda Anderson Linda Hughes Lauren Pribnow Andy Lewis _____ _____ _____ _____ _____	<u>Parent Administrator</u> Parent Director of Student Services Middle School ELA Teacher Middle School ELA Teacher Middle School Math Teacher Middle School Administrator _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 192	Average Class Size: 48	Number of Certified Instruction Staff: 17
Race and Ethnicity Percentages		
White: 59 %	Hispanic: 40 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 59 %	English Learner: 8 %	Mobility: 14.95 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	DIBELS (5-6)
MAP	Essential Learning Outcomes (ELOs)
Formative Assessments	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i></p>
<p>West Point Beemer Middle School uses a variety of assessments, including NSCAS (Nebraska Student Centered Assessment System), MAP, DIBELS (grades 5-6), class formative assessments, teacher recommendations and Essential Learning Outcomes (ELO) common assessments to guide instruction. Essential Learning Outcomes for each class were written during the 2019-2020 school year. Common assessments for the ELO's are being developed and used during the 2020-2021 school year. A Infinite Campus is used to track each student assessment results on the ELOs. (Doc Folder 4)</p> <p>Every Monday morning an eligibility list is emailed to all Middle School Staff. The list details any student who has a failing grade, what subject and who the teacher is. Title and Resource Teachers consult with the regular education teachers of students who are not passing a class to provide additional support including reteaching and home outreach. (Doc Folder 3)</p> <p>Teachers meet weekly in PLC groups on Fridays to discuss the current data available including all of the assessments listed above. Based on analysis of the data individual or small group re-teaching is delivered and re-assessment occurs. Currently the PLC groups are meeting in content area groupings. The switch is developing into Grade Level Co-hort groupings. The District dismisses school at 2:30 PM on Fridays to provide time for staff to discuss assessment data and student achievement. (Doc Folder 5)</p> <p>Academic Center Study Hall is utilized in grades 5-8 for students who are not yet proficient in a skill or concept taught. Teachers utilized a shared Google Doc that lists students who should come see them during Achievement Center Study Hall (Academic Success). Achievement Center time is a designated half hour period on Monday-Thursdays that students can see their teachers for reteaching or extra assistance. (Doc Folder 1)</p> <p>SMART Goals are written for students or classes who have not mastered class standards or skills. Students may receive extra instruction during Achievement Center time or before or after school. (Doc Folder 6)</p> <p>Due to COVID the NSCAS assessment was not administered in the Spring of 2020 and therefore data is not available. For the 2020-2021 school year NSCAS English Language Arts and Math assessments will be given to students in grades 5-8 and NSCAS Science in grades 5 and 8.</p> <p>MAP assessments are given to students in grades 5-8 twice a year (Fall and Spring) in Reading, Math, Language Usage, and General Science.</p> <p>DIBELS are administered to students in grades 5-6 three times a year (Fall, Winter & Spring).</p> <p>Based on data indicating students with the most need in grades 5-6 have a thirty minute reading intervention period four days a week on Monday-Thursday.</p>	

Data indicated a higher need for students with the most need in grades 7-8 to have a math intervention period five days a week.

The District is in its first year in the use of EduClimber as a data warehouse. Instructional coaches work with Cole Pomeroy, from the ESU #2 to develop the specific banks needed to house and easily display each student's data or cohort information. (Doc Folder 2)

Two Instructional Coaches have been hired by the District to support staff and compile data for review. One coach serves grade K-6 and the other serves grades 7-12.

Documentation Folder:

1. Academic Success Log
2. EduClimber Student Sample
3. Eligibility List
4. ELO Assessment Tracking Sheet
5. MS PLC Weekly Meeting Agenda & Notes
6. Smart Goal Data

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.

Students and parents are invited to receive their schedule at Open House in August before school begins. A tour of the facilities is offered to students and parents. Staff is available to assist parents in signing parents up to the Infinite Campus Parent Information Portal. The Title 1 Parents Meeting is held in conjunction with this Back to School Informational Night. At the Title 1 Parents Meeting, parents are given the opportunity to ask questions and give feedback to the administrators and staff. Parent input is always encouraged. (Doc Folder 1, 6, 9)

For the 2020-2021 school year, the Title 1 meeting was held on August 10 & 11, 2020. Students whose last name begins with A-K attended Open House on August 10th and students whose last name begins with L-Z attended Open House on August 11th. The Title Meeting was held at 6:30 PM both nights for parents to attend. (Doc Folder 6, 9)

At the Title 1 Meeting the compact is reviewed, services are discussed and parent input is obtained.

Parents are mailed copies of NSCAS test results in October, however due to COVID, no state assessments were administered during 2019-2020. Parents are given a copy of their child's MAP, and DIBELS scores at fall and winter parent teacher conferences held in October and February. Individual parent comments are documented and addressed by the teacher, instructional coach and principal.

Teachers in grades 5-6 hold Informational Parent Nights. The first parent information night is held in August in conjunction with open house. At Open House a session was held for parents on how to sign up for the Infinite Campus Parent Portal with staff support for immediate parent registration. Middle School Round Up is typically held in May. Due to COVID, Round Up did not occur in the Spring of 2020, but is scheduled for May 2021. This information session is used to share with students and parents how the schedule runs, the transition between classes and teachers, and additional procedural guidelines. Round Up includes a question

and answer period. During the COVID closure, teachers utilized Google Classroom, Remind, phone calls and emails to communicate with parents. (Doc Folder 4)

West Point Public Schools surveyed their Special Education Parents during February 2020 at Parent Teachers Conferences and via mail.

During the 2017-2018 school year, West Point Public Schools partnered with the Nebraska State School Board Association to meet and survey the needs of the Administration, School Board, Staff, Students and Community Patrons. Marcia Herring from the State School Boards Association led the informational meetings and compiled the survey summary results.

Meetings held include:

Administration: July 10, 2017

School Board: July 10, 2017

Certified & Classified Staff: October 26, 2017

Students: January 15, 2018

Strategic Overview Committee (SOC): October 23, 2017, March 13, 2018

Community Patrons: January 15, 2018

A summary of the information gathered and Needs Analysis was provided to the School Board and Administrators up completion of the sessions. A Strategic Plan was developed from the information. (Doc Folder 8)

The Strategic Plan checklist is completed and compiled monthly. The Checklist information is presented to the School Board at the monthly meetings. (Doc Folder 7)

In May 2020, a survey was given to parents. Parents were notified of the online survey through the School Messenger Phone Call system and from their child's teacher. Parents took the survey on line. The results of this survey indicated that parents preferred text messages as their primary mode of communication. Parents also use Facebook to receive information from the District. Twelve percent of families indicated that communication with their child's teacher was not timely and efficient. During the COVID e-learning period, the Middle School formed Teacher-Student teams where a Middle School teacher called and contacted the student and family weekly to answer questions and provide support. One comment that had a high amount of requests was support in living. The Guidance Counselors created a Resource Guide for the families detailing information for low-income families, utility payment assistance, supplemental nutrition, unemployment and mental health services. (Doc Folder 2, 3)

A Parent Survey was available at Parent Teacher Conferences in February 2021 and on-line. The survey was announced on the radio and through the School Messenger system. The results indicated the highest need in that parents felt other students do not show their child respect. Parents would also like to be informed more about their child's progress and what teacher's expect. Teachers are making additional phone calls to parents and making instructions more clear in class by checking for understanding. (Doc Folder 5)

The Superintendent of Schools has breakfast, lunch and coffee in local restaurants on a regular basis to gather feedback from patrons with and without children in the District.

Documentation Folder:

1. Back to School Newspaper Ad
2. COVID Parent Survey
3. Family Supports

4. Infinite Campus Parent Parent Portal English-Spanish
5. MS Parent Surveys Feb 2021
6. MS Title 1 Meeting Parent Sign In
7. Strategic Plan Checklist
8. Strategic Plan
9. Title 1 Parent Meeting Power Point

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

The District's Title 1 program goals are aligned with the School Improvement Goals. West Point Public Schools has their External Team School Improvement Visit on March 16-17, 2021. Goals in Reading, Math, Science and Technology similar to those written in the past will be implemented. Specific goals are written for each building (Elementary, Middle School and High School). Doc Folder 2, 4, 5, 6, 8)

1. All students in grades K-12 will show growth in the area of Reading Comprehension
2. All students in grades K-12 will show growth in the area of Math
3. All students in grades K-12 will show growth in the area of Science
4. Technology will be integrated throughout the curriculum to enhance these goals

District staff development days and workshops attended support the 4 School Improvement goals.

Training was provided by the 2 Instructional Coaches on Google Classroom, Zoom, and EduClimber. (Doc Folder 1, 3, 7)

In February 2021, surveys were administered to staff, and students. Students completed surveys on activities and athletics they participate in as well. (Doc Folder)

Documentation Folder:

1. Activities & Athletics Surveys
2. Continuous School Improvement Plan
3. Middle School Surveys
4. School Improvement Goals 2016
5. School Improvement Goals 2021
6. SIP Plan 2016
7. Staff Surveys
8. 2020-2021 School Improvement External Team Visit Report & SIP Plan

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

West Point Beemer Middle School reviews NSCAS, MAP, DIBELS, Essential Learning Outcome assessments and in classroom data including grades. Students who do not complete an assignment on time or to proficiency are provided additional time for instruction and completion of the assignment or test to proficiency. Students who

do not meet the above guidelines are placed in the process of reteaching and assignment completion called Academic Success.

Staff is available daily before and after school for extra assistance.

All 5th-8th grade students have a common study hall, so their teachers are available for additional reteaching.

All 5-8th grade teachers have written SMART goals for students at risk. Teacher may include SMART goals for specific groups of students needing additional instruction. SMART goals target a specific standard that is currently not mastered. (Doc Folder 7)

Training writing SMART goals was provided by the superintendent. Doc Folder 8)

Students in grades 5-8 are invited to attend Title 1 Summer School. Summer school is held three days a week for seven weeks during the summer. Summer School runs from 8:00-11:00 each day in session. A certified teacher and a para educator are assigned to each grade level. Academic skills are reviewed in the areas of Reading, Language and Math.

Students in Grades 5-6 use IXL practice and review English Language Arts and Math skills.

A curriculum alignment with state standards in all subject areas was started in the 2015-2016 school year and completed in 2017. Scheduled staff development days were used to allow teachers to collaborate on the alignment process. PLC staff development has been attended by staff. The COVID Pandemic prohibited staff from attending training during the summer of 2020, but will resume in the 2021-2022 school year when Solution Tree resumes trainings. Doc Folder 6)

5th & 6th Grade Students are able to take choir, band or computers. 7th & 8th Grade students are given the opportunity to take exploratory classes such as Family Consumer Science, Industrial Tech, Ag, Choir, Band, Art, Spanish, Counseling, Computers, and Career Exploration Class. (Doc Folder 1)

All 7th grade students take quarterly rotations of Ag, Family Consumer Science, Speech and Computers. 8th grade students take quarterly rotations of Family Consumer Science, Computers, Spanish and Career Explorations. All students take band and/or choir with a semester of Industrial Technology and a semester of Art.

West Point Public Schools participates in the Teammates Mentoring Program. (Doc Folder 9)

Essential Learning Outcomes (ELO's) are written for each class. The essential learnings for each class are on a spreadsheet which includes the assessment and proficiency levels for each standard. (Doc Folder 2, 3, 4)

Instructional coaches conduct quarterly Fidelity Checks with teachers. The information is compiled in a spreadsheet. The baseline goal is 80% at this time. (Doc Folder 5)

Documentation Folder:

1. Career Exploration Class
2. ELO Math Assessment
3. ELO MS Math
4. ELO MS Science

- 5. Fidelity Check Summary
- 6. PLC Training
- 7. SMART Goal Examples
- 8. SMART Goals Power Point
- 9. Teammates Mentoring Program

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

The Superintendent and Administrative team plan the District professional development based on needs expressed by staff input. All staff are encouraged to seek additional professional development in their specific area of instruction. (Doc Folder 1, 2)

Professional Growth Points are given to teachers for the staff development sessions attended, their involvement in school improvement and student achievement, and continued learning experiences.

Staff development based on evidence based strategies that have shown to improve student achievement or enhance the teaching skills of teachers and aligned to the District's Learning Objectives and assessments are a priority. (Doc Folder 3)

Many certified staff members have observed high quality, relationship based education at the Ron Clark Academy in Atlanta, Georgia. The RCA staff demonstrate instruction with high expectations and high energy.

The Principals and Instructional Coaches provided in-service on writing ELO's and how to input the data from the common assessments into a shared Google drive. (Doc Folder 3)

The Instructional Coaches provided training for Google Classroom, Google Meet and Remote Learning and Flipped Classrooms to all teachers. (Doc Folder 4, 5, 8)

Co-teaching practices are a priority for Regular, Title and Special Education teachers. An initial training was attended by a select group of staff. As COVID restrictions lift training will resume for this instructional practice.

Administrators and staff began attending Professional Learning Communities training in small groups beginning in the summer of 2018. Training ceased during COVID. The District has contracted with Solution Tree to host an all staff PLC training in August of 2021 and 2 additional support days during the 2021-2022 school year. (Doc Folder 7)

The Middle School MTSS team attends trainings provided by ESU #1. Support from ESU staff is utilized to update the MTSS plan. (Doc Folder 6)

Teachers also attend specific training as requested in the areas of need.

Documentation Folder:

- 1. 2019-2020 Staff Development
- 2. 2020-2021 Staff Development

3. ELO Training
4. Google Classroom Training
5. Google Meet and Remote Learning Training
6. MTSS Plan
7. PLC Training
8. Training for Flipped Classrooms

4. Strategies to increase parent and family engagement

4.1	<p><i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i></p> <p>Parents and staff review the compact annually with the Title 1 team to determine it's continued relevant points and utility. (Doc Folder 1, 2)</p> <p>The School-Parent Compact is in each student's yearly planner which is handed out at the beginning of the school year or at enrollment. (Doc Folder 3)</p> <p>The components will be discussed and modified to match parent, student and staff needs.</p> <p>Documentation Folder:</p> <ol style="list-style-type: none"> 1. MS Title 1 Parent Meeting Agenda 2. MS Title 1 Meeting Parent Sign In 3. School Parent Compact
4.2	<p><i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i></p> <p>The Parent and Family Engagement Policy was developed with parent and staff input. The policy is reviewed at the Annual Title 1 meeting for necessary changes or modifications. (Doc Folder 1)</p> <p>Teachers used Google Classroom, Remind, emails and phone calls to communicate with parents and students during this alternative learning period.</p> <p>Documentation Folder:</p> <ol style="list-style-type: none"> 1. Parent & Family Engagement Policy
4.3	<p><i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i></p> <p>The annual Title 1 parent meeting will be held in conjunction with Open House in the fall of each school year. Details of the goals and services of Title 1 are shared and the need for continued parent involvement is stressed. The Title 1 Parent Meeting for the 2020-2021 school year was held August 10 & 11, 2020. (Doc Folder 1, 2)</p> <p>Parents and staff are asked to provide input as to how the program could be improved and benefit students.</p> <p>Training for parents on the use of Google Hangouts/Meet was developed by the Instructional Coaches. The information was translated in Spanish as well. (Doc Folder 3)</p>

Parent Teacher Conferences are held two times a year in the Fall and Spring of each year. Conversation between the teachers, parents and students gives feedback to assist in making changes to assist students with learning.

A Wrap Up is held in May for 5th and 6th grade students. Information is shared with students and parents regarding summer activities, supply lists, learning packets for summer and meeting teachers for the Fall. (Doc Folder 4)

Additional information is shared with parents through phone calls, emails, newsletters, notices sent home and posted on the District's website as well as in person meetings with parents. Social Media platforms are also used to communicate with parents since survey results indicated this was a preferred mode of communication. This includes Facebook, Remind, See Saw and Google Classroom.

Spanish Translators are available at all events. The District employs 4 translators in the ELL classroom and a bilingual secretary is employed in each School Office. Informational notes are translated to Spanish.

A District wide automated notification system is used to inform parents of Open houses, Parent Nights, Student registration and other special events at school.

Documentation Folder:

1. MS Title 1 Meeting Agenda
2. MS Title 1 Meeting Parent Sign In
3. Parent Guide to Google Hangouts/Meet
4. Wrap Up Invitation

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>Fourth grade classes are departmentalized for Math, Science and Social Studies. This design begins to prepare the students for changing classes and having different teachers by subject and grade. At the end of April or beginning of May, the fourth grade students shadow the fifth grade students. The students meet with fifth grade students and meet the teachers they will have. (Doc Folder 2)</p> <p>Sixth grade students spend time meeting the seventh grade teachers and following their new schedule.</p> <p>In the fall, an Open House Night is held. This year's Open House was August 10 & 11, 2020 from 5:30-7:30 pm. Important information is discussed regarding academics, activities, and expectations. The students receive their class schedules and supply lists. Beginning of the year paperwork may be turned in at this time. Students meet their teachers and tour the building if they have not already done so. (Doc Folder 2)</p> <p>The 5th and 6th Grade Teachers host a Wrap Up Night in May at the end of the school year. Fourth Grade students are invited to attend and hear the expectations of the upcoming year. Information shared includes</p>	

summer activities and summer work, school supply lists and meeting the teachers for the Fall. Wrap Up was not held during May 2020 due to COVID, but is scheduled for May 2021. (Doc Folder 3)

The first 2 weeks of school, the Middle School teachers hold a Boot Camp for the incoming students. The focus of this time is to provide instruction and support in the areas of planners, lockers, hallway & bathroom etiquette, homework policy, study hall, morning gathering and after school. Students practice their transition skills and movement within the Middle School. (Doc Folder 1)

Documentation Folder:

1. Boot Camp Information
2. Elementary Transition Activities
3. Open House
4. Wrap Up Invitation

5.2

Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).

Students in grade 8 in the Spring have a night with their parents to register for 9th grade fall classes. In the fall a 9th grade Kick Off Open House is held. Parents and students meet the teachers and receive a tour of the school. The Middle School and High School Guidance Counselors work in conjunction to assist students in planning for high school. This includes expectations, credits, and encouraging extra curricular involvement. Students in Middle School eat in the cafeteria they will eat in as high school students, so that part of the facility is not new to students.

Students beginning in Middle School are developing Course Plans through Naviance to map their four years in High School. Naviance is a web based academic, career and college planning tool. Students are able to access six tabs:

1. Home page-updates and links from school, read and send emails to school staff, access the document library.
2. Courses page- create and view high school courses, view recommendations and comments from counselors, parents and teachers about their course plan
3. Colleges page- Research colleges, enrichment programs and scholarships, create a personal list of colleges the student is considering for application, request teacher recommendations for college applications.
4. Careers page- Complete personality and interests assessments, research careers, build a career list.
5. About me page- take surveys, create a resume, view test scores, GPA and class rank
6. My Planner Page- set academic and personal goals, create personal task lists (Doc Folder 2, 3, 4)

Parents may access their child's information through Naviance's Family Connection tab on the web site.

Eighth grade students visit Northeast Community College in Norfolk for a career exploration day. Due to COVID restrictions these visits were not allowed but will resume in the 2021-2022 school year. (Doc Folder 1)

The Middle School and High School Counselors provide information in the District Newsletter to students and parents regarding Transition opportunities. (Doc Folder 5)

Parent Teacher Conferences are held twice a year. The first time is in the Fall. The second time is mid-winter or Spring. Report cards are mailed home to those parents not attending Conferences. MAP assessment results are also included with report cards.

Documentation Folder:

1. Annual College Visits
2. Counselor Consult
3. Naviance Parent Information
4. Naviance Student Information
5. Transition Newsletter

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Students are identified for Reading Intervention in Grades 5-6 and Math Intervention in Grades 7-8 based upon Summative, formative and teacher recommendation. The Achievement Center Study Hall is used to assist students who have incomplete work, failing or near failing work or need assistance with test preparation will attend a half hour Academic Success study hall during the school day. The list of students needing to attend Achievement Center Study Hall (Academic Success) is compiled daily through Google Docs. (Doc Folder 1)

Summer School is offered to students in grades 5-6 based on NSCAS, MAP and formative data. Teachers and parents make recommendations to the Summer School Coordinator. The Coordinator sends the Summer School information to the parent. Summer school is held three days a week for seven weeks. Summer school is three hours a day, from 8:00 AM to 11:00 AM. Reading, language and math skills are reviewed. (Doc Folder 3)

Students in grades 5-8 may attend summer school for skill building and retention of mastered skills.

Based on student data, which showed a need in the area of Middle School math, math is co-taught with a daily second math intervention period.

Additional learning opportunities include: Instrumental and Vocal Music, Girls on the Run, Career Exploration Camp, Chess Club, Student Council, Art Club and Science Technology Engineering and Math (STEM) offered to fifth and sixth graders to meet two times a month to explore and develop additional skills. Library class is offered weekly. (Doc Folder 2)

Documentation Folder:

1. Academic Success
2. Middle School Athletics & Activities
3. Summer School Letter