

TITLE I Schoolwide Plan

Mission Statement

Our mission at North Harrison R-III School District is to provide all students with a quality education which will help them to reach their full potential as citizens who can meet the challenges of a changing society. This will be done through a positive school climate, cooperation between the school and the community, a relevant curriculum, and through respect for the students and employees alike. The North Harrison Title I Schoolwide Program will endeavor to accelerate learning for children who need extra attention and individualized instruction to make the above a reality for all students.

Comprehensive Assessment of Educational Needs

North Harrison R-III School District has one elementary school in the district. The following information was reviewed and analyzed by administration, building-level teachers, parents and community members. North Harrison Elementary has a need for the Schoolwide Title I program as demonstrated through the following data:

1. Free and reduced lunch count is 75% at the elementary.
2. 14% of elementary students have IEPs in place.
3. 41% of elementary students are at-risk (26%) or some-risk (15%) according to STAR reading and Stanford data
4. With low student enrollment, only one teacher per grade level is needed, therefore isolating each teacher and making horizontal planning and collaboration difficult.
5. 100% of teachers at North Harrison Elementary are appropriately certified for their respective teaching positions.

North Harrison Elementary has consistently analyzed data for several years to look for strengths and weaknesses, as well as looking at trends in data. As the above data reveals, gaps in achievement between populations of students is evident and many students are falling off pace to achieve proficiency in reading by the end of third grade.

Though achievement trends appear to be on a downward slide and gaps between student populations remain large, the teachers, support staff, and administration have been dedicated to analyzing data and forming yearly building plans—complete with actions steps, strategies and professional development. Through these efforts, after school tutoring has been started for some students as well as reading club. We have managed to keep attendance rates high at 96.6% and discipline referrals low. The climate in the building is conducive to change, and parents are supportive of efforts towards improvement as demonstrated by their voluntary support and

surveys.

The teaching staff at North Harrison also shows a dedicated desire for improvement and professional development. This is evidenced by having all classroom teachers, title teachers, special education teachers and building principals involved in monthly professional development in order to improve curriculum, teaching practices, instructional methods, and learning activities.

Program Goal, Objectives and Activities

All students will receive a minimum of 90 minutes of reading instruction in grades K-3 from a scientifically based reading-researched core program. The five components of reading will be addressed during the 90 minute reading block which includes: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Multi-Tiered System of Supports (MTSS) will be in place for struggling students in grades K-6. These students will receive an additional 20-30 minutes of reading instruction. All students will be assessed three times per year. The data received will drive instruction. We believe that if students are successful readers, they will have a better success rate in other academic areas also. Based on student progress, students will receive Tier 2 and Tier 3 instruction during intervention. We will utilize MTSS as an opportunity to show students additional strategies or techniques that may be beneficial. Sometimes a different teacher or method can make a difference in the success of a student. Teachers will receive explicit training in the five components as well as training in reading instruction and three tiered intervention.

Highly Qualified Staff

The North Harrison Elementary principal, Title I Language Arts teacher, Special Education teacher, and classroom teachers are all certified teachers. Professional development is a priority at North Harrison. We use monthly early dismissals to collaborate and grow as professionals. Teachers are provided workshops, tips, and resources on a regular basis as a means of developing their skills as well. When openings are available, the district posts openings on SuccessLink, attends college placement days, and seeks out potential candidates through professional contacts. When aide positions are sought, ads clearly indicate the need for a minimum of 60 hours of college course work. The district provides a salary schedule that rewards years of experience and commitment to the district as well as for furthering their education. The district covers all professional development expenses, including travel, lodging and stipend for non-contract time, if necessary. The teachers and administrators are continually trying to improve themselves and gain as much knowledge as possible about their craft in order to improve student achievement.

Professional Development

North Harrison R-III School District has monthly early dismissals for teacher in-service time. This time is set aside for professional development throughout the district. All teachers, staff, and administration attend trainings to improve the educational experience of our students. These trainings are based on the need within the district due to changes in technology, MAP and Stanford scores, and instructional strategies. We are currently reviewing the needs within the Reading and Mathematics programs. Teachers are also given the opportunity to seek out workshops during non-contract time. These are more individualized and specific to their content area.

Parent Involvement

The North Harrison R-III Parent Involvement Plan was created by the administration and Title I staff after careful consideration of the needs of the North Harrison R-III students. This plan is designed to further the understanding of the Title I services offered by the North Harrison R-III School District. The North Harrison R-III Parent Involvement Plan has three components:

- Communication
- Parent School Compact
- Building Capacity for Involvement at the School Level

Communication Component

We send out newsletters to our parents or can be given personally at Back-To-School Night annually to introduce Title I staff, discuss programs of Title I, and explain the function of Title I and how children are selected. Parents will be given the opportunity to:

- be involved as a Parent Advisory Committee Member
- review Complaint Procedures and discuss any questions offered
- review Parent/ Teacher Compacts established for K-6

The North Harrison R-III Title staff and administration seek parent input through parent surveys and needs assessments, input gathered during parent/teacher conferences, and participation during Parent Advisory Committee work.

Student Handbooks are sent home during registration prior to school starting to all students. Title I activities are advertised in newsletters. At certain times, parents receive special invitations to Family Nights and other school-sponsored activities related to student achievement. Parents may volunteer to assist with school-sponsored activities.

The North Harrison Shamrock News is a quarterly newsletter that is sent home with every family. Within this newsletter, information is provided to parents and community members about past

occurrences, future events, and tips on how to help their child to be successful. Two per year we also host Family Reading Nights that encourage families to come to the school and participate in test taking practice, MAP preparation, and other reading activities. At the beginning of school we also have a Back to School Celebration in which the parents are invited into their student's classroom to get information about classroom procedures, expectations, and our reading program. We partner with our PTO, who provides food, as a way to increase participation in the event. In October, the school holds parent teacher conferences at the end of the first quarter. At these conferences, parents will be given MAP results or Terra Nova results and will have an opportunity to discuss these results and ways to possibly help their student to improve in certain areas. Because this information is shared in a one- on-one conversational format, it gives parents the opportunity to ask their questions openly and frankly. The teacher will also explain the district's reading program and describe how it is meeting the needs of students. Home activities and ways to incorporate extra practice will be emphasized. In September, the elementary school invites grandparents or other family members into the classrooms to help the students with fun educational activities and projects. This is a great opportunity to involve the community and family members other than parents in the students' growth. Each classroom teacher also sends home a regular newsletter no less than monthly, in order to keep parents apprised of what is happening in the classroom, as well as upcoming events, and other announcements. Many teachers also use student daily sheets as a way to communicate daily with parents about homework, assessments, and important events.

Parent-School Compact

The goals of the Parent-School Compact are to:

- develop a partnership between school and home
- describe the responsibilities of the parent, student, and teacher
- describe parents' responsibilities and how they may support their child in the home and at school

Building Capacity Involvement

Parents will be informed of any Title I offerings and changes in the program from year to year. We emphasize early intervention with Title I monies going to Kindergarten through Sixth Grade in Language Arts

Title I participants will be involved with activities coordinated through Family Reading Nights, PTO, and Family-Involvement Activities.

Transition of Preschool Children

North Harrison operates a licensed preschool program which services 20 students, ages 3-5. With

the preschool on campus, the students are often invited ‘for a field trip’ into the building they will attend for kindergarten. Students learn library skills once a week in addition to a art, music, and PE lesson. In May, the preschoolers are invited in to the kindergarten as part of the transition process. The students meet their teacher and learn some of the expectations of a kindergartener. Students who are eligible to attend kindergarten but who are not participating in our district preschool, are also invited to attend all of the orientation activities. North Harrison offers the Parents as Teachers program and employs a parent educator who works part-time. She works in collaboration with our preschool teacher to coordinate family activities and learning experiences. Preschool and kindergarten screenings are also held every spring.

Assessment of Program Results

Data drives our decisions and measures our progress. The MAP test, which is administered in April, is one way that we assess our students. Results are evaluated, disaggregated, and reviewed to see trends and results. All students are benchmarked three times a year using DIBELS. All students’ progress is monitored quarterly, and those identified as at-risk or some-risk are progress-monitored every month. Along state assessments, students are periodically assessed in their classroom in communication arts as well. All assessments are brought together and shared with the Title teacher, special education teacher, aides, and the administrator in order to design a specific and strategic intervention for individual students in need of extra instruction. Classroom teachers, title I teacher, special education teacher and aides collaborate regularly to coordinate classroom Tier 2 and Tier 3 instruction. This ensures that students are receiving coordinated and spiraled objectives that are most beneficial to the students. These groups also meet with the elementary principal periodically to analyze progress, discuss strategies, and develop new action plans for individual students. During this meeting we can also discuss whole group and small group methods that may or may not be working.

Additional Support

With the schoolwide program, all students receive small group instruction to address their individual strengths and weaknesses within the 90 minute reading block of time. Further, any students who is not making adequate progress is able to quickly and efficiently receive extra support, in addition to what all students receive. An additional 10-20 minutes of instruction per day can make a remarkable difference to those students that are struggling. Students are also being taught more consistently from grades PreK -6th. There is a common approach to curriculum and the five components are embedded into every lesson. We believe that as our students become more familiar with curriculum and assessment that is currently being implemented, our students will in turn become more successful. In addition, we do not have to wait until parent permission is given in order to service students. If extra services are needed,

students receive such services. With our Title teacher being in the classrooms on a daily basis, it requires more collaboration and accountability for what happens during a child's instruction. Communication has greatly improved and services are becoming more efficient and beneficial because of this coordination. Local funds provide for instructional materials and supplies associated with these programs. Federal and local funds are used to provide salaries and benefits for our title reading teacher. Special education funding also supports this plan in some regards. If possible according to IEP's, the special education teacher pushes into the classroom and too may help with reading instruction. The same strategies and reading components are used for all students, including special education students. The district has also used professional development funds to support our teachers in their efforts to better themselves. They have been given the opportunity to attend workshops to gain a better understanding of instructional practices and programs.