

Title I Schoolwide Plan

Program Focus: As a Schoolwide Title I school we have the flexibility to offer services and resources that will help ensure the academic success of every student.

1. **Comprehensive Needs Assessment** - An assessment summary which includes Reading and Math levels for *all* students was completed by each classroom teacher. Teacher recommendations will be included to determine eligibility for Title I services for the 2006-2007 school year. A review of this information indicates that the following number of students will need Title I services:

2. **School Reform Strategies** – Our reform strategies include opportunities that are both long and short term in nature. Strategies are designed to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

a. School Service Model strategies include:

- Reading Lab – Small groups of students in grades 2 and 3 work daily in the Title I Reading Lab for direct reading and writing assistance. Students who are at risk of experiencing reading difficulty are selected for participation using assessment criteria and teacher recommendation.
- Math Lab – Small groups of students in grades 2 and 3 work in the Title I Math Lab twice a week for direct instruction in math. Students who are at risk of experiencing math difficulty are selected for participation using assessment criteria and teacher recommendation. Some students are also served daily through the inclusion model.
- START – Small groups of first grade students meet daily with Title I teachers for direct reading and writing instruction.
- English As A Second Language (ESL) Program – Small groups of students are served for 30-45 minutes two to three times per week. They receive direct instruction in English language development. The Foster Grandparent Program enhances this program. A tutor provides additional services to ESL students in individual and small group settings.

b. Other strategies include:

- Best Practices of Instruction
- Test taking strategies and skills in math and reading
- Orton-Gillingham multi-sensory approach to reading
- Accelerated Reader
- Technology instruction
- Thematic teaching
- On-going reading and math assessments
- Computer Curriculum Corp. (CCC)
- Health and Nutrition Program/ Healthy Children Initiative
- Special Education services

- Academically and Intellectually Gifted (AIG) services
- Personal Education Plans (PEP) for at-risk students
- Study Island ~ aligned with NC Standard of Study
- Differentiated instruction
- Teachers as Tutors (third grade remediation)

c. Assessments of student progress include:

- Literacy Assessments
- Math Assessments
- Teacher recommendations
- End of Grade Test scores ~ Pre and Post
- Title I Assessments ~ Pre and Post
- On-going assessments
- Student discipline referrals
- Student health assessments
- Surveys completed by students, parents and staff
- Title I parent surveys
- Pre-K assessments: Pre and Post DIAL-R, Creative Curriculum (Oct., Jan., May)
- ESL students are tested annually for English language progress and proficiency using the I.P.T. (English Language Proficiency State Test)

3. Instruction by Highly Qualified Teachers

Currently, ninety-nine percent of the school's licensed meets or exceeds the No Child Left Behind Standards for licensure. Of the five who do not, two are retiring at the end of the 2005-06 school year. The remaining teachers are working with the Carteret County Schools Human Resources Licensure Specialist to complete a High Objective Uniform State Standard of Evaluation (HOUSSE) as an alternative procedure.

4. Professional Development

High quality staff development is valued as a resource to meet many of the school's improvement goals. Specific plans are noted in Action Plan 1, Steps 4, 5, and 10; Action Plan 2, Step 3; Action Plan 3, Steps 1, 2, 3, 4, and 6; and Action Plan 5, Step 10.

For the 2006-07 school year, the Morehead City Primary School Planning Team identified the following as key areas for staff development

- Empowering Writers – next level of implementation
- Differentiated Math
- Severe Behavior Management through Positive Behavior Support

5. Highly Qualified Staff

Several strategies are used to recruit and retain highly qualified staff:

- The school principal attends campus recruitment
- Openings are posted on the Internet in an attempt to draw a variety of applicants.
- Initially Licensed Teacher (ILT) programs include mentors and buddy teachers.
- Cohort incentives are offered for Master's degree programs.

- Paraprofessional orientation and mentors are provided for teacher assistants.

6. Parental Involvement Strategies

The philosophy at Morehead City Primary School is that parental support and cooperation are vital components of the school wide program. In order to implement this policy, the following opportunities will be provided:

- Back to School Night is held at the beginning of each school year to orient and familiarize parents with the school and its programs.
- Parents are encouraged to serve as volunteers and tutors.
- Parents serve on the Advisory Council/School Planning Team
- Parent conferences are encouraged and held whenever needed.
- Parents are encouraged to visit their child's classroom whenever possible.
- Parents of third grade students receive North Carolina End of Grade test results.
- Parents of K-3 students receive county assessment results at parent conferences.
- A Personal Education Plan (PEP) is implemented for at-risk 1st, 2nd, and 3rd grade students.
- Family Reading Night offers parents a chance to read with their children in the Media Center.
- A summer reading program allows parents to record books read by their children over the summer break and provides reading incentives and recognition.
- A Title I parent coordinator surveys parents and provides workshops of interest/need throughout the year.
- Parents are asked to evaluate the program's effectiveness in the spring of each year.
- Parent newsletters are sent monthly providing ideas that parents can do at home.
- Speakers present at parent meetings. Parents are encouraged/invited to attend.
- Funds are provided to pay local cab companies to transport parents to meetings and school events.
- EOG information sessions are conducted for parents of third grade students.
- ESL Parent Association meets three times a year to discuss educational issues, requirements, and grade level expectations.
- Kindergarten/Pre-K teachers conduct home visits prior to each school year.
- A Parent Teacher Organization (PTO) conducts monthly meetings to encourage and provide interaction/support between home and school.
- A school website is available for parents to stay informed of school happenings.

7. Transitions

We use the following strategies to ensure smooth transitions throughout the school:

- Preschools and daycares are invited to visit in the spring.
- Preschool and daycare teachers provide information on upcoming kindergarten students.
- Home visits are completed for all kindergarten students.
- Kindergarten enrollment is staggered at the time of school opening.
- Information is being organized for, and will be posted on, the school website.
- Literature on student success is provided to the community.

- Back to School night allows students and parents to visit new classrooms and meet teachers and teacher assistants.
- New students will receive orientation from school counselors.
- Third grade students attend orientation at Morehead City Elementary School.

a. Teacher Participation in Assessment Decisions

Assessment is an on-going process at Morehead City Primary School. Teachers have input in utilizing the following:

- English as a Second Language (ESL) screenings
- Orchard
- Accelerated Reader (AR)
- Blast Off
- Competitive Edge
- Strategies That Achieve Reading Success (STARS)
- Strategies That Achieve Math Success (STAMS)
- Test Ready
- NC Coach
- Comprehensive Assessment of Mathematics Strategies (CAMS)
- Quarterly assessments in math and reading
- Teacher-made assessments
- Title I screening of first, second and third grade students
- Student Assistance Screenings
- Scholastic Reading Inventory
- ClassScapes

9. Intervention Strategies

MCPS provides many activities for effective and timely assistance to students. The School Improvement Plan presents a variety of strategies designed to promote innovative reading programs, enhance the instructional skills of staff, improve student behavior, increase time on task and evaluate home/school communications. Programs designed to improve academic development are outlined in component #2. In order to make the most of these programs, teachers and support staff provide a variety of assessments that serve as a basis for instruction. Our school will continue to increase the amount and quality of learning time by:

- Reducing interruptions to instruction
- Using data-driven decision making
- Utilizing net-based learning at home (web sites and Study Island)
- Providing “Educational Supply Buckets” for tutors
- Educating parents through parent workshops
- Offering parent education through the Title I Parent Coordinator

10. Coordination of Resources

Title I funds will be used to implement and support the school wide plan by providing staff, instructional supplies, and staff development. Additional resources and funds used to support the implementation of this plan are:

- West Carteret High School’s Early Childhood Development Class and student internships

- First United Methodist Church's Hand in Hand Project (Great Leaps reading program/ Reading Pals tutoring and mentoring program)
- Parent Volunteer Program
- Foster Grandparent Program