

Title I Schoolwide Plan

Title I Schoolwide Program Plan for 2009-2010
Morehead City Primary School
Morehead City, North Carolina

The mission of Morehead City Primary School is to meet the needs of each child by providing motivation, knowledge, and basic life skills.

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

Morehead City Primary School serves a very diverse population of pre-kindergarten through third grade children. In addition to mainstreamed regular education, the school supports several unique populations including a special education pre-kindergarten program, a self-contained special education Life Skills class, and a cluster group of English as a Second Language students from throughout the county. This ESL cluster represents 11.3% of the school's enrollment. Students with Disabilities, excluding those in a separate setting, and those receiving Speech and Language support comprise 11.4% of the students. 49.77% of the students are economically disadvantaged.

Although useful in a general needs profile for the school, End of Grade scores are exit assessments for the school's students. Therefore, other literacy and math assessments are critical to formatively define student needs and school goals. These include but are not limited to phonological skills checklists, sight word lists, running records, math common and quarterly assessments, and computer-based assessments. At the conclusion of each school year, each child is evaluated based on their current NC Reading and Math level. They are also identified as having great, moderate, slight or no need for remediation services for the following year in the areas of Reading and/or Math. (Data acquired from EOG and SRI results are attached to the end of this document) This comprehensive needs assessment is utilized to address the needs of all students at MCPS through the following:

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 grade 3 work in the Title I Math Lab twice a week for direct instruction in math on an as needed basis. Small

groups of students in grade 2 work in the Math Lab once a week on an as needed basis. Students who are at risk of experiencing math difficulty are selected for participation using data from common assessments and teacher recommendation. These assessments are administered at the midpoint and end of each quarter. 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
- Hill Center Methodology
- Positive Behavior Support
- Accelerated Reader
- Technology instruction
- FASTT Math
- Thematic teaching
- On-going reading and math assessments
- Health and Nutrition Program/ Healthy Children Initiative
- Special Education services
- Academically and Intellectually Gifted (AIG) services
- Personal Education Plans (PEP) for at-risk students
- Class Scapes ~ aligned with the NC Standard Course of Study
- Differentiated instruction
- Teachers as Tutors (third grade remediation)
- Brain Gym
- Brain Smart
- Orchard
- Response to Instruction (RTI) 1st/2nd

c. Assessments of student progress include:

- Literacy Assessments
- Math Assessments – Commons and Quarterlies
- Teacher observations
- End of Grade Test scores ~ Pre and Post
- Title I Assessments ~ Pre and Post
- On-going assessments

- Student discipline referrals/PBS data
- 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)
- Scholastic Reading Inventory (SRI)
- RTI Progress Monitoring

3. Instruction by Highly Qualified Teachers

Currently, one hundred percent of the school's licensed staff meets or exceeds the No Child Left Behind Standards for licensure. In addition, one hundred percent of the instructional assistants meet or exceed the No Child Left Behind Standards. Further, 14 teachers, representing 25% of the staff, have attained National Board Certification.

4. High Quality and Ongoing Professional Development

High quality staff development is valued as a resource to meet many of the school's improvement goals. For the 2009-10 school year, the Morehead City Primary School Planning Team identified the following as key areas for staff development:

- Positive Behavior Support & Conscious Discipline
- Math Curriculum Revisions
- Lexiles & Lexile Based Assessments
- Responsiveness to Instruction
- Ready Schools
- Reading Foundations
- Carteret County Teacher Leadership Academy
- Reading Foundations
- Math textbook adoption
- Teacher Academy

5. Strategies to Attract Highly Qualified Staff

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

- The school principal attends the Carteret County Schools Job Fair.
- Openings are posted on the Internet in an attempt to draw a variety of applicants.

- Beginning Teacher (BT) support programs include mentors, buddy teachers, and on-campus seminars for first, second, and third year BT's.
- Cohort incentives are offered for Master's degree programs. Currently, one teacher is involved in such a cohort.
- School-based National Board Certification study cohorts are supported. Two licensed staff will participate in the 2009-10 NBC study cohort at MCPS.
- 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 schoolwide 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, chaperones, and tutors.
- Parents serve on the Advisory Council/School Planning Team
- Parent conferences are encouraged and held frequently.
- 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 Kindergarten, 1st, 2nd, and 3rd grade students.
- Family Reading Night offers parents a chance to read with their children in the Media Center.
- Math and Reading Under the Stars is an evening event held to highlight the integration of literature with math curriculum and instructional strategies for parents and their children.
- A summer reading program allows parents to record books read by their children over the summer break and provides reading incentives and recognition.
- Parent newsletters are sent monthly providing ideas that parents can do at home.
- 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.
- Morehead City Primary School hosts evening classes (Family Partnership for Learning) for Spanish-speaking parents who wish to learn English.
- 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.
- Parent/student/teacher compact

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.
- Pre-Kindergarten program
- Big School, a week-long school orientation for Hispanic children, is held in August prior to the start of the school year.
- Home visits are completed for all kindergarten students.
- Kindergarten enrollment is staggered at the time of school opening.
- 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.
- Cross-grade communication meetings
- Summer packets are available for students to use in order to maintain reading and math skills. This information is also available for parents on the school website.

8. 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
- Class Scapes
- Accelerated Reader (AR)
- FASTT Math
- 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 reading
- Three and one half week and quarterly assessments in math
- Teacher-made assessments
- Title I screening of first, second and third grade students
- Student Assistance Screenings
- RTI
- Orchard

- SRI/ Lexiles

9. Procedures and Activities for Remediation

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. 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 (websites and FASTT Math)
- Providing “Educational Supply Buckets” for tutors
- Educating parents through parent workshops
- Differentiating instruction
- Providing “Study Buddies” for ESL students by West Carteret High School students
- Providing “Star Collector” program to mentor at-risk students with current staff members during the school day
- Employing remediation tutors for at-risk third graders
- Holding after-school “Star Gazer” sessions for third graders to provide assistance with comprehension skills in reading and problem solving in math
- RTI
- Homework Helpers provides help during school and after school for students not receiving assistance at home

10. Coordination and Integration of Federal, State, and Local Services and Programs

Title I funds will be used to implement and support the schoolwide 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
- Carteret Community College’s America Reads Program
- The United States Coast Guard’s Partnership in Education (P.I.E.) tutorial program
- First United Methodist Church’s Hand in Hand Project (Reading Pals tutoring and mentoring program)
- Parent Volunteer Program
- Foster Grandparent Program
- Big Brother/Big Sister Program
- Communities in Schools
- Boys and Girls Club
- West Carteret High School Teacher Cadets

- Star Collector mentors
- College Interns
- Miles of Smiles ~ Mobile dental lab