

Paul Smith Schoolwide Plan

Needs Assessment:

Paul Smith School updated our needs assessment in 2007 as a result of being designated as a School in Need of Improvement. Parent questionnaires, staff questionnaires and district input were put together to come up with a plan. Data was reviewed for homeless families, taking into account the very small number we have every year. Because of our location, we routinely have no migratory families. As a result of the implementation of these plans, we have been able to improve instruction and bring our scores up to where we made AYP for the last two years and have been removed from the SINI list. Because we are no longer in the Reading First Grant, the staff and School Improvement Committee, which includes parents, staff and community members, has studied our data to see what has made us successful so that we may continue on the same path of improvement. We have finished aligning our curriculum to the state standards and have set up both grade level planning time and vertical team planning time. We continue to work with teachers on better instructional practices specifically Differentiated Instruction and increasing direct instruction time. Staff development is being scheduled to support these areas.

Identify the Research-Proven Instructional Strategies Adopted in your SWP-

We continue to use the Houghton-Mifflin Reading curriculum, The Nation's Choice, which is identified as an SBRR program. In using this program, our focus remains on developing and helping students master phonemic awareness skills, phonics, reading comprehension, vocabulary development and fluency skills. We are continuing our uninterrupted 90 minute reading block and are still identifying students using the Three Tier Model for 30 and 60 minute intervention time. The biggest change is that we have expanded our intervention programs to better meet students individual needs. We still use Early Success as our basic program, but have added Wilson's Foundations and Open Court for students that need lower level interventions. We have developed our own plan to work more on fluency and have purchase Elements of Reading-Fluency materials to expand those

areas. Students use Earobics and Headsprout programs for computer assisted remediation.

Instructional Support for Children Experiencing Difficulties Mastering the Standards-

We have adopted a yearly assessment plan to tell us more about how students are achieving. In September, we give the DIBELS Benchmark tests to look at skill levels for all children K-2. First and Second grade also do MAPS testing in the areas of Math and Reading. The MAPS give us an overall standardized level to compare students both in Franklin and around the country as they go through the grades. After the initial testing is done, each grade level will continue to Progress Monitor students in 2 or 3 week intervals depending on which tier they scored in on the DIBELS.

Intervention groups are set up based on the initial testing and updated based on the Progress Monitoring. Student data is reviewed every other week at grade level Literacy meetings and adjustments are made at that time. The DRA is also given three times a year to get an overall text level for students in grades 1 and 2. Most teachers use these scores to set up reading groups. If students are not making progress they are referred to the Student Assistance Team. Additional screenings or testing may be given or special instruction may be added. After a plan is put together, the team reviews student progress in 8 to 10 weeks. If no progress is being made, the student may be referred to Special Education. We have utilized our Title I money to place Teacher Assistants in each classroom. These people may spend extra time working individually or with small groups of students having problems.

Parent Involvement-

We are continuing our parent nights that have been so successful. These will be both informational and also a nice social time for the families. It seems to make parents feel more comfortable when coming into the school. Questionnaires are sent out each year from the School Improvement Committee to see how parents feel about the school and how things are run. This year we have started sending home classroom newsletters every Friday so parents know what is going on. We are starting the year with a PTO barbecue the day before school starts. Parents and children get to meet the teachers and see where the rooms are. It makes everyone feel more comfortable the first day of school. Our PTO continues to be a great support in all facets of school life. School Improvement meetings will continue to be held every other month to work on ways to enhance the education of our students. A parent support group has started meeting monthly to discuss any

problems the parents are having and to try and work out some solutions. This is being facilitated by one of our Special Education teachers. It has been a great addition for our families. Our website is being worked on to try and make it more user friendly. Up to date calendars and schedules of school events are included.

Professional Development –

This summer, teachers are spending two days working with consultants in the areas of Everyday Math, Differentiated Instruction and Response to Intervention. These will be followed up with more individualized work during the year. On the first day of Teacher training before the beginning of school, we are having a speaker come in to run workshops in Increasing Parent Involvement. Our PBIS team will continue this throughout the year with different training activities. Our main emphasis for the year will be on Differentiated Instruction. Meetings with the entire staff and different grade levels will focus on using this method to improve instruction using more than basic changes. During Principal Walk-throughs, the emphasis will be on appropriate instruction for every student. The district Technology Coordinator will also be doing more training in how to use Performance Pathways and the NWEA website to study how our students are achieving and what areas we need to spend more time on. For our paraprofessionals, the Title I Coordinator will continue to meet with them on a regular basis. Special trainings will be set up for them in areas of individual need.

Preschool Transition-

We will continue our activities to make the transition into school more comfortable. Both the Principal and the Special Education teachers visit the preschool during the year so the children will get a chance to know them. We also attend any planning meetings. The same is done with Head Start. In the Spring, Kindergarten teachers take turns going to Head Start and reading to the children. The Head Start staff bring the parents and children to the Kindergarten Orientation activities. During the school year, we hold meetings during the evening to meet with Pre-Kindergarten care-givers to discuss how we can work together to best prepare children and parents for entrance into Kindergarten. Our Kindergarten registration is a three activity process. Students visit the classrooms in the spring while parents fill out registration materials and discuss programs with the principal. A second night is held where a Power Point presentation on “A Day in Kindergarten” is shown. Parents and the Principal discuss the curriculum while students again visit classrooms. Lastly, parents bring students in for a Pre-K

assessment. The students start two days later than first and second grade so Kindergarten teachers can have open houses with small groups of students and parents. By the time they start, students and parents usually are much more comfortable attending school.

Instruction by Highly Qualified Staff-

All staff meet the Highly Qualified requirements. No new staff are hired unless they meet the requirements. Both the Principal and Superintendent double-check qualifications of any new hires.

Extended Learning Opportunities-

This year, we will not be required to do SES. Because of this, we have decided to run our own program by having a few Title I assistants come in a little later so they can stay after school to do small group or individual tutoring in Math and Reading. We have also put in for the same grant we had last year to do Specialized Math programs with the Afterschool Program run by Casey Family Services. They also check with staff to see if there are areas that they can help students with during their program. We have gone to full day Kindergarten to extend the learning time. This will make a big difference in the start many students will have in learning. We have also studied our schedule to try and maximize direct instruction time. The new schedule should improve student opportunities.