# Bennett Intermediate – Title I Building Plan

**2013-2014**

**Review Team:**

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Parent Input Surveys

Bennett Intermediate operates under a School Wide Title I Plan as part of a larger district wide CCIP plan. The district wide plan includes reducing class size as its comprehensive plan for improving the educational success of all our students. The reduction in class size and smaller teacher student ratios enable us to provide more intervention and direct instructional time with our students.

A second aspect of our plan includes providing resources which enable us to enhance the educational success of our students by focusing on the ‘whole’ child. This includes looking at the social emotional needs of our students – teaching to all learning styles – and focusing on literacy skills and resources.

**Goals/Plan**

**Goal: Maintain small class sizes.**

**Plan:**

* Monitor enrollment and classroom sizes.
* Maintaining staffing levels to facilitate smaller class sizes
* Maintain an average class size of less than 22 students per class.

Goal: Increase interventions and direct instructional time for all students.

Plan:

* Smaller class sizes enables teachers to instruct using guided reading strategies and small group instruction. Teachers will use Total Reader to monitor guide reading at differentiated reading levels. Language Arts department will research additional research-based reading programs.
* Title Reading Interventions will be provided by the building Title Reading Teacher.
* Access tutor services from business partner and Title Reading Program.
* Provide intervention in math using Yearly Progress Pro and Sumdog Math.

Goal: Use assessment data to identify children that are at-risk of academic failure in order to provide additional interventions.

Plan:

* Use Ohio Achievement Assessment (OAA) data, Total Reader, NWEA Assessment/Lexile leveling data and other assessment data to identify students who show significant weaknesses or delays in academics to target for additional interventions.
* Review and use data through the RTI process to identify and monitor student growth.
* Use Yearly Progress Pro data to provide individualized intervention, reinforcement, and enrichment.
* Title Reading Teacher will provide a combination of inclusion and pullout instruction to students who are identified through the building RTI process.

## Goal: Provide instruction that addresses the various learning

## styles/modalities of our students

**Plan:**

* Students will receive high quality and differentiated instruction that impacts all students regardless of their status. Students that qualify for IEP services will continue to participate through an inclusion setting with some pull out for support, in order to insure that IEP goals support state standards and current instruction techniques. Gifted students will continue to work with the gifted intervention specialist in conjunction with the classroom teacher to meet higher-level thinking skills. Students who read below grade level will receive additional support services above and beyond what takes place with reading instruction in the classroom through Title Reading Services.

Goal: Focus on the social, emotional and environmental factors which

affect student success

Plan:

* Provide guidance services that provide individual and group experiences that encourage emotional health in the students.
* Continue to implement a building wide character education program.
* Promote a lunch buddy program using local volunteers.
* Utilize county and community support programs.

**Goal:** **Increase literacy skills of our students and involve parents in the**

**process of teaching students to love to read and to be successful readers!**

**Plan:**

* Instill the value of reading and the joy of reading by providing many opportunities for children to be exposed to quality literature – both fictional and non-fictional.
* Provide opportunities for students to visit our school library and to check out books that can be taken home to be read – in connection with our Parent Compact Goals.

### 1. Comprehensive needs assessment

Several high-quality student assessments will be used for several purposes:

* To identify students who are ‘at- risk’ or who demonstrate delays in development skills or academic core skills
* To monitor instruction and student progress to determine if adequate progress is being made or additional interventions are needed.
* To monitor program effectiveness.
* To provide data for needs assessment and program evaluation

Assessment used will include but are not limited to:

1. Houghton Mifflin Harcourt – Journey

3. Unit Tests

4. Teacher developed tests over reading selection

5. NWEA/Lexile Assessments

6. Teacher observation documentation

7. Yearly Progress Pro Program

9. Total Reader Program

Comprehensive needs assessment

This is completed primarily by the staff. The typical method for gathering parent input is through surveys.

#### 2. Schoolwide Reform Strategies

NWEA assessments are given in reading, language arts, math and science. The data from these assessments is used to establish needs for intervention and enrichment. Lessons are differentiated based on student deficits in specific content areas. Teachers meet bi-monthly to review interventions and enrichments developed through the RTI process. The Bennett staff uses data to review success or failure of specific programming.

Bennett uses the Houghton Mifflin Harcourt Journey reading program which is a research based series. We also use Yearly Progress Pro and Total Reader as supplements to the regular curriculum.

Bennett uses action plans and data to establish strengths and weaknesses of programming and to develop building goals for the following year.

#### 3. Highly Qualified Professional Staff

All teaching staff meets the criteria to be considered highly qualified.

All paraprofessionals have taken and passed the paraprofessional test or have at least two years of college education.

4**. High Quality and Ongoing Professional Development**

The district offers staff development on a regular basis on a variety of topics the teachers may choose any or all in which to participate.

All new staff members are part of an Entry Year mentoring program and are assigned a mentor within the building to work with. New staff will also complete a second year TESA program guided by peer staff members.

The building and district develops it’s a professional plan that align to Title and district strategic plan goals. This year the district and Bennett Intermediate staff has been working on improving student behavior, Rigor and Relevance, and alignment to the new common core curriculum. Bennett language arts staff has participated in TotalReader training that focused on using the program to develop and monitor reading goals, and strategies to motivate students to read.

**5. Strategies to Attract Highly Qualified Teachers**

Attracting highly qualified teachers has not been difficult in our area. Several local colleges and universities have strong education programs. Central office staff and principals regularly attend area job fairs. Many area college students will complete their undergraduate field experiences or student teaching experiences in our district. Because of the unusually large number of candidates it is not difficult to find good candidates. Most candidates hired have some substitute teaching experience if not previous teaching experience and/or have done undergraduate work within the district.

**6. Increased Parent Involvement**

#### Parent involvement Policy/Plan

The Parent Involvement Policy is contained in the parent teacher handbook and is distributed to all parents.

### Annual Title I meeting

#### Our annual Title I meeting is conducted during our first Parent Advisory Council meeting in September. Printed information is given after the meeting is held. Multiple events occur throughout the year that encourages parent involvement.

#### Communication with Parents

All required notices and additional building newsletters will be provided to parents in a language the parents can understand. The teachers are responsible for translating their own classroom newsletters.

Phone calls can/have been made to households where it is know that one of the members of the household speak English and can translate.Building newsletters are posted on the website and are given to each student as a Xerox copy.

Parent communication may be done through the One Call Now system that allows each building to call all parents.

### Parent Compact

The parent compact is shared with all parents at the first parent meeting in September. It is also printed in our student/parent handbook. Parents also receive the compact in the first parent newsletter. This gives all parents the opportunity to give their input.

**7. Assessment**

Each year data from our NWEA assessments and the Ohio Achievement tests is collected to be used for the development of our building improvement plan. Other ways in which we use data are as follows:

* RTI meetings are held to discuss student understanding of the standards taught and to reflect on instructional practices, interventions and enrichments.
* Test data is used during RTI meetings to discuss student strengths and weaknesses in specific areas.
* Data is given to students so that they can set goals to improve their performance throughout the year.

**8. Additional Assistance for students who are failing**

* Business Partner Volunteers:

Bennett’s Business partner provides up to 15 volunteers that are released during the work day to provide individualized instruction for struggling students. Each volunteer works weekly with their assigned student on drill and practice or homework activities.

* Lunch Buddy Program:

Each Thursday, lunch buddies come to eat with students. This helps some of our at-risk students develop lasting relationships with an adult role model.

* Social Skill Groups:

Guidance counselor and grade level team identifies at-risk students who need social or emotional support. Groups meetings occur weekly that focus on social and emotional skills.

* Struggling students are monitored through building Response to Intervention process where specific research based interventions are written into a plan to support students academically and behaviorally.
* Students are placed in inclusion classrooms to receive support from the inclusion teachers. This is done even if student does not receive services on an IEP

**9. Coordination of Programs**

Nutrition/Social Issues

* Work with Children’s Services –through a school counselor. Any issues related to the well being of students can be referred to the school counselor or children service.
* When the court must be involved, the district and juvenile court works to provide an intervention program that supports the child in school, in home, and in the community.
* Bennett works with their business partners to provide tutoring for at-risk students.