

Myers Elementary  
Title I Plan  
2010-2011  
Revised February, 2011

I. Comprehensive Needs Assessment

Myers (MES) is one of twenty elementary schools in the Hall County School System. The current Myers Elementary School K-5 student population of 730 students is 80% Hispanic and 90% are economically disadvantaged. The school houses one Ninth District Pre-Kindergarten class with 20 students.

The mobility rate of our students is approximately 20% of our 2009-2010 students moving between school and/or districts last year. The economic situation with our families is most often the cause for the movement between schools and districts during the school year. In addition, many students visit their relatives who reside in Mexico and/or Texas for several weeks at a time.

Approximately 53% of our 730 students qualify for English Language Learner (ELL) services, almost 2% are in Special Education, and approximately 3% qualifies as Gifted.

Our school is aligned with the Hall County School System Beliefs of *Character, Competency, and Rigor.....For All* and has established school level vision, mission and beliefs statements that support and reflect the system beliefs and goals.

The goals of Myers Elementary School are aligned to the goals of the Hall County School System Balanced Scorecard.

- 90 percent of Hall County students will read at or above grade level by the end of the third grade as measure by the DRA
- Increase percentage of students in grades 3-5 scoring in the basic range on the CRCT by 2% per year in every content area in FY 09, 10, 11 and/or by 6% in 3 years.
- Increase percentage of students in grades 3-5 scoring in the exceeding range on the CRCT by 2% per year in every content area in FY 09, 10, 11 and/or by 6% in 3 years.
- All Hall County schools will participate in a GAPSS review by the end of the FY09 school year. An annual process for conducting self reviews at each school will be implemented. A GAPSS review will be conducted in each school on a 3 or 4 year rotational basis.

Myers Elementary School has made AYP for the past 3 years. The Georgia Kindergarten Inventory of Developing Skills (GKIDS) data for FY09 and FY10 is as follows:

**GKIDS**

	<b>ELA Total</b>	<b>Math Total</b>	<b>Approaches to Learning</b>	<b>Personal/Social Development</b>
<b>2009</b>	<b>84.1%</b>	<b>85.1%</b>	<b>77.2%</b>	<b>85.1%</b>
<b>2010</b>	<b>88.2%</b>	<b>88.9%</b>	<b>78.6%</b>	<b>89.7%</b>

The following charts reflect CRCT data for the past three years.

**Myers Elementary School**

<b>CRCT English/Language Arts</b>			
<b>Percent of Students Who Met or Exceeded Expectations</b>			
<b>Grade</b>	<b>2009 – 2010</b>	<b>2008 – 2009</b>	<b>2007 - 2008</b>
Grade 1	79	67	73
Grade 2	79	83	64
Grade 3	84	75	84
Grade 4	83	73	68
Grade 5	85	85	91

  

<b>CRCT Reading</b>			
<b>Percent of Students Who Met or Exceeded Expectations</b>			
<b>Grade</b>	<b>2009 – 2010</b>	<b>2008 – 2009</b>	<b>2007 - 2008</b>
Grade 1	87	80	81
Grade 2	85	86	75
Grade 3	97	82	85
Grade 4	78	93	69
Grade 5	83	81	84

  

<b>CRCT Math</b>			
<b>Percent of Students Who Met or Exceeded Expectations</b>			
<b>Grade</b>	<b>2009 – 2010</b>	<b>2008 – 2009</b>	<b>2007 - 2008</b>
Grade 1	82	76	76
Grade 2	80	84	74
Grade 3	81	65	68
Grade 4	68	54	55
Grade 5	69	72	82

The percentage of students performing at level 3 (exceeding) on the CRCT is as follows:

<b>Year</b>	<b>Reading and ELA</b>	<b>Math</b>
2008	13.1	17.8
2009	15.3	18.3
2010	18.4	25.2

The DRA II is given each spring in 3<sup>rd</sup> grade and the data for the last two years are as follows:

<b>Year</b>	<b>Percent of 3<sup>rd</sup> Graders On or Above Grade Level</b>
2008-2009	38
2009-2010	53

Myers Elementary School's faculty and staff analyzed our 2010 student achievement data (CRCT, ITBS, DRA II, DIBELS and GKIDS) and also compared our CRCT student achievement to the rest of the elementary schools in the Pioneer RESA District. This data, along with our demographic data was used to determine school-level student performance goals that align with system competency and rigor goals. This included the identification of targeted students (bubble) to move from "did not meet" to "meet", and "meet" to "exceed" in reading, ELA and math.

Once student performance goals were identified, we analyzed our process data by using a root cause analysis. We analyzed the curriculum, instruction, assessment, operational, and student barriers that hindered student achievement in math, ELA, reading and writing.

Within this process, we also analyzed teacher-level growth reports provided by Pioneer RESA. We compared 2010 student's achievement growths patterns by domain to determine achievement trends by teacher as well as to inform teacher strategies for current students based on strengths and weaknesses.

As a result of the analysis of achievement, growth, process, perception and demographic data, our staff determined that our focus will be to continue working on our reading comprehension, writing across the curriculum and effective implementation of Singapore Math.

Through this needs assessment, we recognized the need to focus our improvement planning on the following:

- Horizontally align and monitor the implementation of 9 week curriculum maps in reading, ELA and math
- Build consistency in the use of best practice in standards-based classrooms (GPS) with a focus on increasing rigor in Balanced Literacy, Singapore Math, Calendar Math and writing.
- Provide Professional Learning in Reading Comprehension, Writing and Standards Based Teaching
- Prepare for standards-based reporting by identifying what mastery looks like for each standard; using data to drive instruction, and developing rubrics and common assessments reflective of standards mastery
- Continue our RtI grade level teams and a school-wide CARE Team to monitor students progress in reading, ELA and math as students move through Tier 2, 3 and 4
- Restructure our after-school program support (YMCA and extension) based on students learning needs as reflected in CRCT data
- Continue our collaborative planning framework that guides our instruction for student learning
- Continue to revise our short term action planning for monitoring the level of strategy implementation and the impact on learning

## 2. Scientifically Based Research and Reform Strategies

Myers Elementary School has implemented the Georgia Performance Standards and is improving the effectiveness of standards-based classrooms. The scientifically based research and reform strategies are

included in our Tier 1 review. Other scientifically based research and reform strategies are also included in Tiers II-IV, which are reviewed in section 9.

Tier I:

Myers Elementary School's curriculum uses the Georgia Performance Standards to guide instruction ([www.georgiastandards.org](http://www.georgiastandards.org)). In the classrooms, teachers implement a variety of intervention and assistance strategies for all students such as flexible grouping, collaboration and co-teaching with EIP, ESOL and special education personnel, differentiated instruction, and scaffolding and tiered performance tasks. Our teacher and support staff use manipulatives, provide descriptive feedback, use games and hands-on activities and teach test-taking strategies to students. Students are re-grouped based on needs within the grade levels. Intervention is completed each day to help reinforce skills for students who are below expectations on benchmark assessments.

For students demonstrating academic strengths, classroom strategies and structure provide an opportunity for teachers to accelerate and maximize learning. One resource used is Renzulli Learning which identifies students' strengths and learning styles. Renzulli Learning offers a technology based platform for teacher prepared units of study and individualized activities. Rubrics and student work samples are used to specify characteristics of work that exceeds standards expectations.

The gifted education teacher collaborates with the classroom teacher and is available as a resource. She serves qualified (SEARCH) students through a daily pullout model. In addition to serving identified gifted students other high achieving students are served with the gifted students in a program called BRIDGES. The SEARCH-BRIDGES program uses integrated thematic units of study. These cross-curricular units encourage students to develop "ownership" of the learning process. Lessons are designed with Bloom's Taxonomy, GPS and gifted standards in mind.

Gifted students are also served in cluster groups within homerooms. Gifted endorsed teachers in 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades challenge these students in the major content areas through curriculum compacting, lessons based on individual learning styles and student interest driven projects. These lessons and activities provide an opportunity for extension beyond the regular education curriculum, not only for the gifted students, but other students as well.

Teaching strategies include a balanced literacy framework incorporating Reading and Writer's Workshop as well as reading in the content areas. Singapore Math and Calendar Math are used to implement GPS math standards in grades K-5.

Myers Elementary School teachers have been implementing the balanced literacy framework by applying the structures of whole group reading, small group reading, and writing instruction. During whole group reading teachers model fluent reading and think aloud strategies by reading quality literature with students. Students also participate in shared reading activities using big books, poem charts, or other shared texts. Teachers assess with the Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and running records to form flexible small groups and target instruction according to student needs. Teachers differentiate instruction for these

groups by analyzing students' needs and design instruction tailored to their needs. Students also spend time each day reading books that are on their independent reading level to practice the instructional strategies the teacher has introduced during whole group reading. Teachers design their instruction using the Georgia Performance Standards (GPS). Supplemental materials for their use include children's literature and Pearson's "Good Habits, Good Readers". Teachers collaborated to build a curriculum map aligning units of student to the GPS. Teachers are working toward establishing common assessments at the end of each unit. Teachers currently use running records and the DRA to assess progress towards these standards. Teachers and students are working towards self-monitoring their comprehension in a variety of genres.

Myers Elementary School teachers continue to revise their mini-lessons on writing that consist of 3 parts: introduction of a new skill, writing opportunities for students and a sharing time of written work. During the opening session, the teacher introduces and models a new skill for writing. Sometimes this includes the teacher's writing, children's literature or student's writing. The teacher designs these mini-lessons around the GPS for English Language Arts. During the work session, students independently apply what they have learned. This, in turn, allows the teacher to conference individually, or with small groups, with students to ensure the skill was understood. The concluding session focuses on a sharing of student's writing that focused on the mini-lesson. Students reflect on what they've learned and respond to other students about their writing to take ownership in becoming proficient writers.

The county math program for elementary grades includes Singapore Math and Every Day Counts calendar math. Both programs were adopted by Hall County to increase mathematical understanding at the elementary level. Singapore Math is a progressive program which uses manipulatives, hands-on activities and unique strategies. Hall County has provided a math pacing guide and an alignment of Singapore Math and Every Day Counts calendar concepts with the GPS. Students are assessed using Benchmark assessments created and provided by Hall County twice per year. Teachers use Singapore unit tests to evaluate student understanding and to differentiate future instruction.

Our English Speakers of Other Languages (ESOL) population serves almost 400 out of our 730 students. We implement a comprehensive ESOL program that includes instruction in the four language domains (listening, speaking, reading and writing) with the state's guidelines of service contact with the student (45-50 minutes). WIDA standards are utilized using the co-teaching and pull-out models. Assessments are completed using the ACCESS test which is given once a year during the spring.

The incorporation of specific software referred to in Tiers I-IV is supported by a math lab, a computer lab, a literacy lab, 10 computers in the media center, Promethean Boards in every classroom and at approximately two computers in each classroom.

The addition of four 21<sup>st</sup> century classrooms at Myers will help us to better meet the needs of our students. For many of our students school is the only opportunity to use and apply technology to the real world. These classrooms will make learning come alive and students will be engaged in their lessons. Students will be able to experience and work with current technologies within the classroom setting. The use of these four classrooms will help our students become ready to compete in our global

society. This technology will be used to enhance student learning of the grade/content standards. It will provide teachers with the opportunity to differentiate instruction to maximize student learning.

### **3. Instruction by Highly Qualified Professional Staff**

Myers Elementary School employs 84 total staff members. This number includes 57 certified, 11 classified, 1 secretary, 1 data entry clerk, 1 parent liaison, 1 school nurse, 1 migrant, a 9<sup>th</sup> District Pre-Kindergarten Teacher and Para, and 9 cafeteria personnel.

One hundred percent of the 57 certified staff at Myers Elementary School have met the highly qualified requirements and are assigned to areas in which they are certified. Great strides are made to attract the “best of the best” certified personnel who have a passion and a gift for working with our students. A strong interpersonal skill is a must so that our parents are continuously informed about the progress of their children.

### **4. Professional Development for Staff**

Myers Elementary School is fortunate to have an Instructional Coach and a Literacy Coach provided by Title I Funds. Consequently, a strong professional learning community (PLC) exists for the development of reading/ELA and writing. The focus of the professional learning is guided by the school improvement planning process. Mrs. Beth Hudgins meets with faculty and staff quarterly to discuss Myers Short Term Action Plan. Myers AYP Team meets monthly to discuss curricular issues and to make short and long term range goals. Meetings with our Instructional Coach and Literacy Coach are held after Benchmark assessments are given to track students as they are assessed on DIBELS and DRA II. Peer observations and Walk-throughs are completed systematically to determine the level of implementation and the impact on learning.

The following topics have been a part of the ongoing professional learning at Myers Elementary School:

- Balanced Literacy (focus on Comprehension Strategies)
- Singapore Math
- Calendar Math
- Writing Workshop
- Running Records
- DRA II
- DIBELS
- Co-Teaching
- Response to Intervention
- Technology

### **5. Strategies to Increase Parent Involvement**

To ensure parental involvement Hall County School System provides Myers Elementary with a full time parent liaison and a full time migrant specialist. Our parent liaison plans monthly parent meetings based on the input from our parents. These meetings also focus on presentations to make our parents aware of the most recent developments in the Hall County School System.

Our Title 1 Plan will include the strategies and actions that we will implement this year to build a great rapport with our parents. Some of these strategies will include the following:

- Parent Newsletter each 9 weeks
- Instruction on helping students with reading, writing and math at home
- Instruction for English Language proficiency
- Instruction for computer applications and the Internet
- Increased use of student achievement data to inform parents on the success of students at Myers Elementary School
- Parent sessions on the implementation of Standards-Based Report Cards for 2010-2011
- Continuation of the Title 1 and School Improvement Plan in School Council meetings
- Additional information on community resources available to parents

### **Parent Involvement Policy**

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, Dean Myers Elementary School encourages involvement of parents through an active Parent Volunteer Program, a parent liaison coordinator and an active PTO.

In order to build an effective home-school partnership, Myers Elementary will provide the following:

1. An annual orientation meeting where parents will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education. (Open House and August PTO meeting)
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents.
4. Parent meetings are held periodically throughout the year, where the expectations for the grade level, school curriculum, and test information are shared as well as individual conferences scheduled on an as needed basis to share concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through Myers Elementary School website, teacher pages, Report Card, student agendas, handouts, emails and mailings and student achievement reports. All invitations will be sent in a timely manner with an additional follow-up reminder.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.

7. Every year, an online survey for all parents shall be conducted to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is easily understandable by all. Parents and community members are always to be made welcome at Dean Myers Elementary School.

## **6. Preschool and Middle School Transition**

Myers Elementary houses one 9<sup>th</sup> District Pre-Kindergarten class consisting of twenty students. Registration is held each year during the spring. Our 9<sup>th</sup> District Pre-K is included for yearly pictures, Cultural Arts Activities plus other various events throughout the year.

Our 9<sup>th</sup> District Pre-Kindergarten students are very familiar with our school. Their teachers complete an orientation at the beginning of school of all of Myers facilities which includes the office, media center, gym, cafeteria and bathrooms. This class along with other local Pre-K class is invited to attend a Kindergarten orientation during the spring of each year to learn about expectations of students during their Kindergarten year.

Our Fifth Grade students are provided with several opportunities to become familiar with the Middle School before the end of their 5<sup>th</sup> grade year. These opportunities include a visit from the middle school counselor, a tour of the middle school, and an orientation night for students and parents. A representative of the special education department joins all 5<sup>th</sup> grade IEP meetings for students who will need Special Education services.

## **7. Inclusion of Teachers in Decision Making**

Myers Elementary School has a school leadership team, AYP Team, composed of a grade level representative plus representatives from special areas and paraprofessionals. This team meets once each month to discuss pertinent issues related to the school in a collaborative effort.

Each member of Myers Elementary School participates on a minimum of one committee either academic or community involvement that helps plan for the many parent and community activities that Myers participates in each year. This may involve Red Ribbon Week, Salvation Army Food Drive, PTO events or the Volunteer Reception. Our committees are comprised of the following committees:

- **Literacy School Improvement Team:** This committee has representation from each grade level as well as our Special Areas and Paraprofessionals. Their focus is to guide our School Improvement Plan by getting input from faculty and staff from within the school, to study data throughout the year and ensure that school goals are appropriate and being met. The focus is on the Hall County School System's goal to have 90% of our third grade students reading on grade level, and add to that Myers Elementary School's specific school goals. They assist with

the implementation, revision and monitoring of our reading curriculum, as well as the instruction and assessment portion of it.

- **Math School Improvement Team:** The math committee has representation from each grade level and department in our building. This committee guides instruction and monitors our math curriculum and data so that it aligns with our system goal and school goals for our School Improvement Plan.
- **Parent /Community Involvement Committee:** This committee focuses on parental involvement within our school by planning events such as our Volunteer Reception, and Patriotic Day as well as work with our Partners in Education.
- **Social/Wellness Committee:** This committee organizes our Retirement Reception, Teacher of the Year Reception and Socials for Myers faculty and staff.

These committees meet once a month on the third Tuesday of the month and report to faculty and staff during School Improvement Team meetings which are held once a month on the second Tuesday.

Myers Elementary, as part of the Hall County System, will implement Standards-based Report Cards beginning in January, 2011. Our Instructional Coach, Literacy Coach, principal and assistant principal meet once a month, with grades one, two and three, to discuss reports and guidelines on the latest information regarding Standards-based Report Cards from the Hall County School System.

During this year, as part of the implementation of Singapore Math, several “go to” video conferencing meetings have been scheduled for review by teachers. All grade levels have received Singapore Math training. Our last grade level, 5<sup>th</sup> grade, has implemented SM this year.

Myers Elementary holds 4 data meetings per year with grade levels to discuss student progress and strategies that can be done to help students be successful. Technology training will be completed on a monthly basis on items such as Safari Montage, Windows 7 and other websites that support instruction to keep Myers faculty abreast of the latest technological developments. At our monthly faculty meetings, our Literacy Coach will provide comprehension strategies that can be utilized in the classroom. Last, our Instructional Coach will continue to provide a Writing Workshop once a month to Kindergarten through 5<sup>th</sup> grade teachers. Writing and reading comprehension are the two main areas of focus in our School Improvement Plan.

## **8. Integration of Federal, State, and Local Services**

Myers Elementary School utilizes federal, state and local services and programs including Title 1, EIP, technology funds and state instructional funds. State and local per pupil expenditures (based on FTE) will be used to enhance the instructional program. Each teacher has input into

the materials and resources need in that grade level by submitting a needs list each spring or the following year.

Federal, state and local professional development funds are used for teacher training and materials to increase student achievement.

State media funds are used to purchase books, periodicals, teacher resources, audio-visual and equipment.

PTO funds are used to provide the school with playground equipment and rewards for students.

Title 1 funds provide the school with needed instructional materials, parent involvement, professional development, and additional personnel to lower the pupil-teacher ratio. Myers Elementary has nine and one half positions funded through Title 1 funds.

Myers Elementary School has a wide array of support services from within and outside the system. A visit to the Hall county web page shows the many support sites and processes in place for administrators, teachers, parents and students. Some of these support services include:

- Elementary Math - Singapore (including 2 full time consultants)
- Balanced Literacy
- Standards-Based Reporting (including rubrics)
- System Benchmark Assessments
- Infinite Campus (Data Management System)
- Data, Technical and Assessment Systems (School Level Managers)
- School Nurse Program
- General Health Information and links
- CLOUD
- RtI
- English Language Learners
- Students with Disabilities
- Physical Therapy
- Occupational Therapy
- Employee Portal
- Rigor Specialist
- Literacy Coaches

Our counseling program helps students by assisting them in making decisions and changing behavior. The purpose of the counseling program is to help the students overcome personal and social problems which may interfere with learning. Specific skills and learning opportunities are presented in a productive and preventive manner which ensures that all students can

achieve school success. The counselor interfaces with students, teachers, parents, administrators and community agencies to better serve the students' needs.

The counselor works with all students through classroom guidance which focuses on standards in the academic, career, and personal/social domains. Classroom guidance lessons are delivered monthly at all grade levels. Topics include conflict resolution, bullying awareness and prevention, body safety, decision making, study skills, goal setting, character education, test preparation, and career awareness.

The counselor teams with the school social worker to work with targeted students in small groups who may be at risk for making poor life choices. She teams with the school psychologist in providing small groups for students needing support in social skills. Other need based small groups are provided throughout the year.

Short term individual counseling is available to students who are having personal and/or family issues that are interfering with students' ability to succeed in school. The student, parent, or teacher may request this service for the students.

The counselor collaborates with community resources to connect local agencies with students and their families. These include Center Point Mentoring Program; We Care Christmas Project, DFACS referrals, Avita Community Partners mental health services and other services.

The Piedmont Migrant Education Agency provides supplemental instruction and support services for children of migrant workers. Service priority is for students who are failing to meet state content and performance standards and whose education has been interrupted during the school year. A full-time Migrant worker is housed at Myers Elementary School. The agency is able to provide some food, clothing and supplies as well as some medical and dental services.

Pioneer RESA provides support service to our school as follows:

- Services that promote continuous school improvement planning, building system capacity to sustain change and to connect school improvement plans to systemic improvement efforts. This includes the grade and teacher level growth reports that are included in this profile.
- Alpine Program
- Georgia Learning Resources System
- Special Education/Shared Services
- Technical Services
- Cooperative Purchasing

In addition to the four tiers through Rtl, a comprehensive range of assistive services are provided to students in individual classrooms and through school-wide programs and interventions. Included in these services are gifted education (SEARCH) English Speakers of Other Languages (ESOL), EIP, Assistive Technology, Speech and Language Instruction,

Instructional Extension (MAA – Extended Day Tutoring) and YMCA (21<sup>st</sup> Century Grant). Best practices identified by research are used throughout the building and reinforced through an extensive professional learning plan.

### **9. Assistance for Students with Academic Difficulty**

Myers Elementary School offers assistance to those students who are having academic difficulty through a varied support system.

Our English Language Learner (ELL) population is offered extensive support. With 5 ESOL teachers, we provide Language Acquisition to approximately 370 students through Guided Reading, Writing and /or RTI. The focus on language acquisition remains one of our top priorities. Positive academic growth was attained during the FY 09-10 school year. Students received support services through our ESOL co-teaching model and an Intervention pull-out segment which is provided each day.

Other school level support services include:

- Universal Screening for all student through DIBELS and progress monitoring throughout the school year
- DRA Benchmark Assessments
- Literacy Coach and Instructional Coach
- Extended Professional Learning twice a month for teachers in order to provided effective academic support for students
- Professional learning “go to” video conferences for Singapore Math and Calendar Counts
- BRIDGES – a Pre-Gifted program for advanced students to help them foster creativity and help them qualify for the gifted program.

Morning tutoring is provided daily for students who do not meet expectations. These students work with non homeroom teachers on a daily basis. Collaboration between tutors and classroom teachers ensures students are receiving reinforcement in areas needed for each student. Tutorial groups are groups of 6 or less based on student need. Tutors are required to progress monitor the skills reinforced.

Myers Elementary School’s Early Intervention Program is another support system that is utilized to enhance the learning environment of our students. Flexible grouping of students within the EIP student population is used as needed to move students in and out of areas of concern.

Myers’ Students with Disabilities (SWD) are supported through a Resource model. Each student receives services every day. Students are identified through our Response to Intervention program which utilizes a screening process followed by strategies that are used and progress tracked. The progression of our Response to Intervention program is highlighted below.

## **Tier II**

If students do not make adequate progress in their target area in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general education curriculum. Students are moved to Tier II after the grade level meets to review and analyze baseline data as well as other data from the deficit content area. Parents are contacted and parental permission is obtained to proceed through the process. A goal is set for the specific skill. Strategic interventions are planned with extra time and intensity dedicated to the student's target goal beyond Tier 1 instruction. A progress monitoring tool is determined and the student is tracked on a weekly basis. A hearing and vision screening is also performed at this tier to ensure that this is not the problem before proceeding further.

Students receive 90 minutes of interventions each week in their primary target area and additional support is provided during the 21<sup>st</sup> Century program in afterschool YMCA program. Extension classes will also be offered beginning in January for our 3<sup>rd</sup> and 5<sup>th</sup> grade students on Tuesdays and Thursdays after school and run through the end of March, 2011.

At the end of the intervention period, the teacher reports back to his/her grade level about the progress of the student by analyzing the monitoring data. Consensus is made by the group if the intervention needs to be modified, continued or if the student's goal is no longer a deficit.

Our third, fourth and fifth grade teachers have utilized their strengths in teaching math and writing. Myers Elementary has two fifth grade teachers who go to fourth grade to lead math instruction while during that same time the fourth grade teachers lead writing instruction at the fifth grade level. This has proved to be very effective with our students.

## **Tier III**

Tier III interventions are implemented when a student has not made adequate progress, as determined by the progress monitoring data in Tier II. In order for a student to be moved from Tier II to Tier III all interventions and progress monitoring data are reviewed by the grade level committee and then, if consensus is reached, by Myers CARE Team at the school level. After Tier II approval and parental permission are acquired, a diagnostician administers cognitive, academic and behavioral screenings such as the KBIT, WIAT-II and the BASC. These screeners are used to determine specific interventions which would address the student's needs. After the screenings are administered, the CARE Team consisting of the principal, assistant principal, counselor, instructional coach, school psychologist, Speech Pathologist, the homeroom teacher and the ESOL teacher meets. Myers CARE Team meets twice per month to review students' progress and adjust interventions accordingly, or the decision is made to send the file to the Central Office for further testing.

#### **Tier IV**

For students who do not adequately respond to the targeted interventions in Tier III, eligibility for special educational services under the Individuals with Disabilities Education Act (IDEA 2004) would be considered. Additional testing may be warranted and students would receive individualized, intensive interventions targeted to the skill deficits.

Special Education students at Myers Elementary are presently served through a Resource model on a daily basis. Specifically, Touch Math and Wilson Foundations are two of the programs being utilized in our Special Education program.

#### **10. Interpretation of Student Assessment Results to Parents**

Myers Elementary School sends CRCT and DRA test results to parents at the beginning of every school year. If parents have questions or concerns, the parent may at any time set up a conference with the teacher. Students in third and fifth grades must “meet” or “exceed” expectations in reading and/or math. If they do not, even after the retest, parents are contacted for a conference to decide the best placement for the student the upcoming year. Teacher/Parent/Administration meet to determine what is best for the student.

Third and fifth grade students will take the ITBS during the fall and after ITBS scores are received, they are sent to parents. Conferences can be scheduled with parents who have concerns or questions for this test as well. A parent liaison is available to translate for any of the conferences held at school. During our monthly parent involvement meetings, our coach, testing coordinator and our parent liaison help parents understand the testing reports/results. Progress reports are sent out quarterly to make parents aware of their student’s progress. If there are concerns or questions, parents may contact the teacher to set up a conference. Report cards are sent out every nine weeks. Again, parents are encouraged to meet with teachers if their child is failing in any subject area or if they have questions about their student’s progress. Teachers also initiate conferences with parents concerning student progress throughout the year. A full time parent liaison is available to assist with any translation issues that may arise during the school day.

#### **11. Collection and Disaggregation of Data**

Data is used at Myers Elementary School to drive instruction, our Title 1 Plan and the School Improvement Plan. During pre-planning the principal met with all grade level and departments to discuss the data supplied by Pioneer RESA and Hall County School System from the CRCT. Specific strengths and weaknesses from the domain areas were noted and strategies were discussed to address those issues. Moving students from “Meet” to “Exceeds” continues to be a focal point as well. After Benchmark testing (3 times a year), the principal, assistant principal, instructional coach and literacy coach meet with each grade level to see if various strategies

worked and address new concerns using different strategies will help. This data is kept in Myers Elementary School's data room and is used as a guide for making instructional decisions.

#### **12. Ensuring Assessment Results are Valid and Reliable**

The Criterion Reference Competency Test (CRCT) is the instrument used to measure student achievement under the provisions of No Child Left Behind. The state assessment has proven to be valid and reliable.

#### **13. Public Reporting of Data**

Each year, the parents and community of Myers Elementary are given access to the data through newsletters and PTO meetings. The school council and Title I committee also meet to review data from the previous year.

#### **14. Plan Development with LEA**

The Title I plan for Myers was developed with LEA and LSAC input during the 2010-2011 school year.

#### **15. Community Involvement of Plan**

The School Council, Partners in Education, PTO and Parent Liaison work continuously to keep the community informed and involved in the school. Parent programs and activities are planned throughout the school year to bring the community together. Myers Elementary coordinates a parent volunteer program in which parents can work with students during the instructional day or assist with other activities (i.e. selling ice cream, book fairs, making manipulatives for Singapore math, preparing home folders). The parent liaison plans monthly meetings that are relative to present day issues. PTO plans four functions throughout the school year for parental involvement. These include a winter presentation, Curriculum Night for Literacy and Math, Fall or Holiday Festival and End of the Year activity.

#### **16. Availability of Plan to LEA, Parents and Public**

Myers Elementary School's Title 1 Plan can be viewed on the school's website. The School Improvement Plan is also available on the same website. The principal reviews and updates School Council members as needed on Myers Elementary School's SIP during any or all quarterly meetings. Stakeholders may view Myers Title 1 Plan in our office as requested.

#### **17. Plan Translated**

The Title 1 Plan for Myers is available in Spanish upon request due to a significant Hispanic population at Myers Elementary School.

**18. Plan Subject to Provisions of Section 1116**

Myers Elementary School will comply with this statute.