

# **Willard South Elementary Title I Schoolwide Plan 2008-2010**

## Section IV. Mission Statement

The school wide mission statement is:

Willard South, an Accelerated School, exists to provide a partnership between home and school. We want success for our children by providing an educationally and socially healthy environment, in which he/she is treated with worth, value and dignity. We want each student to achieve to his/her own potential in a child-centered environment with up-to-date resources and equipment. We want each student to develop a curiosity, readiness, and love of learning. We want each student to develop problem solving, critical thinking, and communication skills to become a life long learner.

This mission statement reflects the overall mission of the district:  
"Developing tomorrow's leaders by pursuing excellence today."

## Section V. Comprehensive Assessment of Educational Needs

A. The individuals and groups that participated in the needs assessment and planning process included:

- Kara Crighton-Smith, Building Principal
- Janetta Garton, Federal Programs Director
- Miranda Bryant, Reading Recovery Title I Teacher
- Mary Swann, Reading Recovery Title I Teacher
- Linda Shortt, Kindergarten Teacher
- Debbie Harden, 1<sup>st</sup> Grade Teacher
- Sharon Hammonds, 2<sup>nd</sup> Grade Teacher
- Kathy Latimer, 3<sup>rd</sup> Grade Teacher
- Yvonne Galloway, 4<sup>th</sup> Grade Teacher
- Kim Bruce, Parent
- Karen Collins, Parent

B. School's performance in Communication Arts/Reading

Based on South's 2007 MAP data, in communication arts, the scores were as follows:

Willard South Elementary 2007 Communication Arts MAP Scores		
	3rd Grade	4th Grade
Advanced	28%	21%
Proficient	28%	32%
Basic	40%	41%
Below Basic	4%	5%

It is difficult to compare MAP scores from previous years due to the new scoring guidelines on the MAP. Willard South did meet the AYP requirements for 2007. Our Annual Proficiency Target for communication arts was 42.9 with our score being 54.4. In mathematics, our Annual Proficiency Target was 35.8 with Willard South reaching 57.4. We continue to make strides, with less than 6% of the students scoring below basic in communication arts and math. However, with the 2014 goal of 100% of students reaching our top two levels of scoring, we will have to continue providing valuable professional development training to teachers and valuable resources for all students in the areas of communication arts and math.

### C. School's performance in Mathematics

Willard South Elementary 2007 Math MAP Scores		
	3rd Grade	4th Grade
Advanced	8%	8%
Proficient	52%	46%
Basic	36%	38%
Below Basic	4%	6%

#### Disaggregated data:

In communication arts, Willard South had 11 of 59 total third grade students who were in a special education program. Out of the 11 students, one scored proficient, nine scored basic and one scored below basic. Comparing boys to girls, 65% of all third grade boys scored in the bottom two levels, while only 40.5% of all third grade girls scored in the bottom two levels. In the top two levels, 35% of the third grade boys scored advanced or proficient, while 59.5% of the girls scored advanced or proficient. We only had four out of 59 students who fell into a race category other than white. One of those four students scored in the proficient category. We had 23 out of the 58 students who qualified for free or reduced lunch. Of this subgroup, 4.5% scored below basic, 45.5% scored basic, 31.8% scored proficient and 18.2% scored advanced.

In communications arts for fourth grade, Willard South had 15 out of 80 students who were in our special education program. Out of the 15 students, three scored proficient, nine scored basic and three scored below basic. Comparing boys to girls, 57.2% of all fourth grade boys scored in the bottom two levels, while only 37.7% of the fourth grade girls

scored in the bottom two levels. In the top two levels, 42.8% of the fourth grade boys scored in the top two levels and 62.3% of the girls scored in the top two levels. We only had three out of 80 students who fell into a race category other than white. One those three students, one scored basic and two scored proficient. We had 50% of the students who qualified for free or reduced lunch in the fourth grade. Of this subgroup, 5% scored below basic, 52.5% scored basic, 25% scored proficient and 17.5% scored advanced. This compares to 35% of non-free or reduced lunch students in the bottom two levels and 65% in the top two levels.

In Mathematics for third grade, 11 of 59 students tested were in a special education program. Seven of the 11 students scored in the bottom two levels, and four scored in the top two levels. Comparing boys to girls, 57.2% of all third grade boys scored in the bottom two levels, compared to 35.1% of all third grade girls. 42.8% of all third grade boys scored in the top two levels, compared to 64.9% of all third grade girls. Four of 59 students were classified in a race other than white. All four of those students scored basic in mathematics. 6 of the 59 students had been in the building less than one year, and of those, three scored in the bottom two levels and three scored in the top two levels. 23 of the 59 students tested qualified for free or reduced lunch. 39.1% of that subgroup scored in the bottom two levels and 60.9% of that subgroup scored in the top two levels. This compares to 45.7% of non-free or reduced lunch students in the bottom two levels and 54.3% in the top two levels.

In Mathematics for fourth grade, 15 of 80 students tested were in a special education program. Six of the 15 students scored in the bottom two levels, and nine scored in the top two levels. Comparing boys to girls, 42.8% of all fourth grade boys scored in the bottom two levels, compared to 46.6% of all fourth grade girls. 57.2% of all fourth grade boys scored in the top two levels, compared to 53.4% of all fourth grade girls. Three of 80 students were classified in a race other than white. One of those students scored basic in mathematics and two students scored proficient. Nine of the 80 students had been in the building less than one year, and of those, five scored in the bottom two levels and four scored in the top two levels. 40 of the 80 students tested qualified for free or reduced lunch. 57.5% of that subgroup scored in the bottom two levels and 42.5% of that subgroup scored in the top two levels. This compares to 32.5% of non-free or reduced lunch students in the bottom two levels and 67.5% in the top two levels.

- D. Each year, parents are given opportunities through informal, district, building and statewide surveys as well as home/school activities to provide the school with feedback. The majority of parents are highly satisfied with the school, our academic programs, the teachers and the general climate of the school. In the fall of 2007, our parents participated in a survey provided by DESE. The overwhelming results from this survey were very positive for the Willard School District and Willard South Elementary. Building strengths, according to parents, for Willard South include: children feel safe at school, the school encourages parents to be involved, the building is in good condition, and expectations from the teacher are clear for parents and students. Areas for growth include: increasing child/parent reading time at home, providing career-technical education for community, and overall building “grade” from parents.

- E. The areas of need identified through the comprehensive assessment include:
- a. Implement research based strategies to increase student achievement in the areas of Communication Arts.
  - b. Implement strategies to increase family involvement in student achievement
  - c. Increase the use of performance events and real life applications strategies in daily lessons.
  - d. Provide professional development to teachers implementing balanced literacy instruction.
  - e. Focus on research based strategies through study groups and other professional development activities.
  - f. Explore possible trends and subsequent solutions to issues dealing with inequity of genders and scores on the MAP.

## Section VI. Program Goal, Objectives, and Activities

- A. The goal of Willard South Elementary's Schoolwide Title I Program is to increase achievement for all students, especially those furthest from meeting the State's proficient academic achievement standards in Communication Arts.
- B. The schoolwide instructional programs/strategies/interventions complement the District and Building Comprehensive School Improvement Plans. It supports Goal 1 of the District CSIP plan: The Willard School District will increase student learning as evidenced by local, state, and national achievement levels. Goal 3 is also supported: The Willard School District will enhance and improve community and parental support.
- C. The chart below lists each measurable objective which addresses the needs identified through the needs assessment and describes the scientifically research-based methods and instructional strategies that will be used to accomplish that objective.

### COMMUNICATION ARTS

Willard South Elementary will increase the percentage of students scoring Advanced or Proficient on the Communication Arts MAP test from 54.4% in 2007 to 67.4% in 2010.

<b>Strategies and Action Steps</b>	<b>Date Initiated</b>	<b>Person(s) Responsible</b>
<p>A. Implement common assessments and individualized instruction to students</p> <ul style="list-style-type: none"> <li>• Administer Acuity quarterly and analyze data to guide instruction and assign additional resources and assessments for students who score below 50%</li> <li>• Implement Development Reading Assessments and Running</li> </ul>	<p>Oct. 2007 Sept. 2007</p>	<p>Administration, Classroom Teachers and Paraprofessionals</p>

Records Quarterly to guide individual and group instruction in order to increase comprehension, fluency, decoding and retelling		
<p>B. Provide extended learning opportunities</p> <ul style="list-style-type: none"> <li>After-school tutoring in reading in compliance with Senate Bill 319 offered outside and/or during the school day for 3<sup>rd</sup> graders reading below DRA level of 20 and 4<sup>th</sup> graders reading below DRA level of 28</li> <li>Implement After School Actors for fourth grade students in order to increase reading comprehension and fluency</li> </ul>	<p>Sept. 2007</p> <p>Oct. 2007</p>	<p>Administration, Classroom Teachers and Paraprofessionals</p>
<p>C. Implement research based lessons to address low areas on the 2007 Communication Arts MAP test in third and fourth grade</p> <ul style="list-style-type: none"> <li>Create and implement lessons that target low areas on the 2007 Communication Arts MAP test <ol style="list-style-type: none"> <li>R2C-Making inferences about setting, character traits and problem/solution using details from text. (3<sup>rd</sup> grade 21% &amp; 4<sup>th</sup> grade 43%)</li> <li>R3C-Answer questions using details from text and retell main idea using details from text. (3<sup>rd</sup> grade 32% &amp; 4<sup>th</sup> grade 43%)</li> <li>W2E-In writing use correct spelling of simple compounds, homophones, contractions and words with affixes. (3<sup>rd</sup> grade 26% &amp; 4<sup>th</sup> grade 41%)</li> </ol> </li> </ul>	<p>Sept. 2007</p>	<p>Administration, Classroom Teachers and Title One Staff</p>
<p>D. Increase MAP scores for IEP students by providing additional assessment tools and differentiated instruction</p> <ul style="list-style-type: none"> <li>Administer Acuity quarterly and analyze data to guide instruction and provide intervention activities for students scoring below 50%.</li> </ul>	<p>Sept. 2007</p>	<p>Classroom Teachers, Special Service Teachers and Title One Staff</p>
<p>E. Multicriteria sheets will be used to select those students to be served by the Title I Reading Recovery Teachers. One-to-one instruction will be provided for the 1<sup>st</sup> graders identified as being in the lowest 10%. Small literacy groups will be utilized for other students in Kindergarten and 1-4 grade identified for accelerated instruction.</p>	<p>August 2007</p>	<p>Classroom Teachers and Title One Staff</p>
<p>F. Classroom teachers will implement the Missouri Reading Initiative (MRI) and provide small group instruction in a balanced literacy program.</p>	<p>August 2007</p>	<p>Classroom Teachers and District Teaching Specialist</p>

G. Strategies for improving reading instruction will be developed using the Scientific Based Reading Research	August 2007	Administration, Classroom Teachers and Title One Staff
H. Teachers will use technology resources to improve reading achievement including: Scholastic Reading Inventory, Reading A-Z, Reading Counts and various quality Web sites.	August 2007	Classroom teachers Title I teachers
I. Teachers will use a variety of periodic assessments (Concepts About Print, Developmental Reading Assessment, Scholastic Reading Inventory, running records, performance events, constructed response items, open-ended questions, etc) to monitor and evaluate student progress.	August 2007	Classroom teachers
J. To carry out the balanced literacy program, the building's Accelerated School reading cadre, other cadres, and steering committee will meet monthly to implement and evaluate the school wide plan.	August 2007	Administration Teachers
K. The Book-It program, Basic Assistance for Student Success aide for K-4 and other programs intended to encourage students to read for pleasure and to increase comprehension and fluency will be implemented	August 2007	Teachers

### MATH

Willard South Elementary will increase the percentage of students scoring Advanced or Proficient on the Math MAP test from 57.4% in 2008 to 63.3% in 2010.

<b>Strategies and Action Steps</b>	<b>Date Initiated</b>	<b>Person(s) Responsible</b>
A. Administer Acuity quarterly and analyze data to guide instruction and assign additional resources and assessments for students who score below 50%	Oct. 2007	Classroom Teachers
B. After-school tutoring for at-risk students identified by classroom teachers and Student Improvement Team (SIT) referrals based on grades and Acuity assessments	Sept. 2007	Administration, Classroom Teachers and Title On Staff
C. Implement research based lessons to address low areas on the 2007 Math MAP test in all grade levels. <ul style="list-style-type: none"> <li>• Create and implement lessons that target low areas on the 2007</li> </ul>	Sept. 2007	Classroom Teachers,

<p>Math MAP test</p> <ol style="list-style-type: none"> <li>1. M2A-Use a referent for measures to make comparisons and estimates. (3<sup>rd</sup> grade 52%)</li> <li>2. A1A-Extend geometric shapes and numeric patterns to find the next term. (3<sup>rd</sup> grade 48%)</li> <li>3. M2C-Determine the area of a polygon on a rectangular grid. (4<sup>th</sup> grade 36.5%)</li> <li>4. G3C-Construct a figure with multiple lines of symmetry and identify the lines of symmetry. (4<sup>th</sup> grade 42%)</li> </ol>		<p>Teaching Specialist and Title One Staff</p>
<p>D. Increase MAP scores for IEP students by providing additional assessment tools and differentiated instruction</p> <ul style="list-style-type: none"> <li>• Administer Acuity quarterly and analyze data to guide instruction and provide intervention activities for students scoring below 50%.</li> </ul>	<p>Sept. 2007</p>	<p>Classroom Teachers, Special Service Teachers and Title One Staff</p>

## Section VII. Highly Qualified Staff

A. The school insures instruction is provided by highly qualified teachers by verifying appropriate certificate with DESE.

The staff responsible for implementing the schoolwide reform strategies is highly qualified.

- All teachers at Willard South Elementary are certified by the state in the area in which they teach.
- All Title Teachers on staff are highly qualified, with appropriate certification based upon their teaching assignment.
- All paraprofessionals have a minimum of 60 semester hours of college credit with a certified transcript on file, or have passed the ParaPro Assessment.

B. The strategies that will be used to attract highly qualified teachers include: providing new teacher training, mentors, holiday banquets, employee appreciation events, collaborative decision making, communication systems, competitive salary and benefits, professional development opportunities, and more.

## VIII. Professional Development

A. Our plan for professional development will train teachers and other staff in effective scientifically research based strategies to enable all students in the school to meet the Show-Me Standards.

- August 2008: The building's professional development focus will be balanced literacy instruction, corresponding to the District's Comprehensive School Improvement Plan and the District' Professional Development Committee Plan.
- August 2008: Teachers will participate in book study groups that will focus on research based strategies for communication arts skills.

- August 2008: All teachers are provided with techniques and strategies in using Guided Reading/Writing and Balanced Literacy components during MRI staff training sessions.
  - August 2008: The Reading Recovery teachers will participate in Continuing Contact, including on-site visits from their teacher leader, and behind the glass sessions, to ensure proper program implementation.
  - August 2008: Teachers will participate in vertical teaming while aligning their curriculum with other grade levels during monthly meetings on early release Mondays.
  - August 2008: Teachers will participate in the trainings provided through the District's Professional Development Committee, technology workshops and monthly building level professional development meetings on early release Mondays.
  - August 2008: An annual review of assessment results will be used to identify weaknesses and concerns to be addressed. This process will guide professional development.
- B. The plan is integrated with the building Comprehensive School Improvement Plan (CSIP). Through Professional Development training, teachers will be able to successfully identify students for supplemental services and provide academic assistance through Reading Recovery and literacy groups; improve reading skills to meet APR and AYP achievement levels; and reduce the district's drop out rate.
- C. These professional development resources will be sufficient to effectively support the schoolwide program. MRI training for all new staff members and refresher training for returning staff members will be provided.

## IX. Parent Involvement

- A. The activities that will be used to increase parent and family involvement as a part of this schoolwide plan include:
- Parent newsletters featuring reading strategies for parent use and/or a calendar of events will be sent home with students.
  - Title I teachers will provide a helpful hints newsletter on a regular basis, informing parents how they can help their child at home.
  - Parent input will be solicited through the use of surveys and parent needs-assessments.
  - Mid-quarter progress reports will be issued for those students who are below grade level in all grade levels.
  - MAP test results will be discussed at parent/teacher conferences.
  - The building's Web site and classroom Web sites will be used to communicate with parents.
  - Parent-Teacher conferences will be conducted at least annually, with regular communication taking place throughout the school year through phone calls, mail, and email with a goal of 100% attendance and/or contact.

- A parent meeting will be held in the spring to inform parents of third and fourth grade students about the new MAP assessment format. Staff will make personal calls to invite parents to attend.
  - All building cadres will have parent members who attend meetings on a monthly basis.
  - Parents will be involved in the annual needs assessment by providing input.
  - Through calendars published in building newsletters, parents will be invited to participate in Family Reading Nights, Grade Level Family Activity Nights, Open House, musical events, etc.
  - Parents will be invited to grade level parent involvement evening activities, which will be held at each grade level. (Fire Safety Night, Family Science Night, Meet the Teacher Night...)
  - Parents and patrons will be made aware of opportunities to volunteer in the building.
  - A Family Resource room will be open during the school day and designated evenings. It will feature parenting books, videos, clothing, manipulatives, etc.
  - On Grandparents' Day, grandparents may come and visit their child's class and participate in the planned activities.
  - The school will host a Parent Appreciation activity, with food and family fun activities.
- B. Student assessment results will be reported in a language and format that parents can understand. The school will provide individual student assessment results to parents during parent/teacher conferences with reading levels indicated on the grade card, MAP test results, and DRA levels. The teachers will ensure the understanding of all parents. When necessary the ESL teacher or a translator will participate in parent conferences.
- C. The parent-school compacts will be implemented and used in our schoolwide program.
- During parent/teacher conferences the teacher will discuss a Parent Compact that explains what the parent and what the school will do to help improve the student's performance. Parents will be made aware of the services available to assist their child.
  - The Title I School Parent Involvement Plan will be explained at the first Family Reading Night.
  - Title I teachers will conduct parent surveys and yearly program evaluation meetings in which parents provide input on the School Parent Involvement Plan.

## **Willard South**

### **Title I School Parent Involvement Plan**

#### Strategies for Communication and Increasing Parent Involvement Opportunities Parent Nights

- During 1<sup>st</sup> Quarter, we host a parent night to:
  - inform parents of their school's participation in Title I

- list Title I requirements
- explain parents' right to be involved
- share the district wide adopted curriculum with specific grade level expectations for each subject area
- explain the forms of assessment used to measure student progress
- identify the proficiency levels students are expected to meet
- We offer a number of meetings at various times and if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement.
- We provide timely information about Title I programs to parents.
- Parents complete surveys, formulate suggestions, and share experiences with other parents.
- We provide timely responses to the suggestions made by parents that have been offered in the meetings.
- To the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues.

#### Parent Teacher Conferences

- We provide an interpretation of the school's performance profile results and their child's individual assessment results.
- We will discuss the parent-school compact in relation to the child's achievement.
- We provide assistance to parents with understanding how to monitor a child's progress.
- We provide assistance to parents with knowing how to work with teachers to improve the performance of their child.
- We provide assistance to parents with knowing how to participate in decisions relating to the education of their child.

#### Parent Input

- We involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the School Parent Involvement Plan. A Parent Advisory Council reviews the plan and provides suggestions for improvement.

#### Correspondence and Documentation

- Notice of student selection into the Title I program with a letter
- Report cards
- School Parent Involvement Plan including the Parent-School Compact
- Parent surveys
- Annual Parent/Teacher Conference that includes a discussion of the Parent-School Compact
- Monthly newsletters to parents from the principal
- Weekly/Monthly newsletters to parents from classroom teachers
- Email
- Phone calls
- Teacher notes
- Weekly Reading Logs

- Monthly Title I newsletters
- Class and building web sites
- Teacher provided reading lists
- Reading strategy sheets

#### Other Activities

- Open House
- Musical Programs
- Parent and Community Involvement events
- Group meetings for parents
- Parent Teacher Organization newsletters, web site and monthly meetings
- Parent Appreciation Fun Night in the Spring

## Parent-School Compact

### Parent-School Compact Development and Purpose

We at Willard R-II Accelerated Schools believe that for our students to succeed the home and school must be able to work together. A parent-school compact is utilized to ensure that parents, school, staff, and students share the responsibility for improving student achievement. The input of parents was used to determine what should be included in this compact. We strongly encourage you to be involved in your child's education.

Willard Schools' mission is to provide a child centered partnership between home and school, in order to help the children achieve the Show-Me Standards. The goal is for children to be successful by providing an educationally, socially, and emotionally healthy environment, in which he/she is treated with worth, value and dignity. We expect each student to have the opportunities to develop a curiosity, readiness, and love of learning. We want each student to develop problem solving, critical thinking, and communicating skills needed to become a life long learner.

These goals should help us succeed in a productive and positive school year for your child. The children are the ones who benefit from the teamwork and effort on all our parts. The following goals have been mutually adopted by the students, families, staff, administration, and community to help meet the needs of our students.

#### The student will:

- perform to the best of his/her ability.
- demonstrate responsibility for his/her own learning
- show respect for others and value the educational process
- work as a team member in the learning process
- return books to school on time

#### The parent will:

- provide support for homework and education needs
- secure the necessary supplies for day-to-day activities
- communicate with teachers on a regular basis and attend school centered events whenever possible
- show respect for others and value the educational process

- encourage reading at home
- provide the means for the students to arrive at school on time and stress the importance of attendance and being ready to learn
- be a positive influence on education
- work as a team member in the learning process
- monitoring TV viewing

The teacher will:

- provide frequent reports to parents on the progress of their child
- provide high-quality curriculum and instruction in communication arts, math, and science
- provide a positive, supportive, and effective learning environment for students in which they are treated with work, value, and dignity
- show respects for others and value the educational process
- provide lessons in a meaningful context that address the individual needs and learning styles of the students
- give students ample opportunities to develop problem solving, critical thinking, and communication skills to become a lifelong learner
- encourage students to attain a love of reading
- work as at team member in the learning process
- provide each student and family with materials and ideas to assist in ongoing in-home learning experiences
- provide family nights which include the opportunity for parents and students to work together
- provide reasonable access to staff and opportunities to volunteer, participate, and observe in the child's classroom.
- coordinate literacy training programs from other sources to provide parents the strategies and materials necessary to improve the achievement of their child
- educate all school personnel in valuing parent contributions, communicating and working with parents as equal partners, implementing and coordinating parent programs, building ties between home and school.
- to the extent that it is practical, provide full opportunities for the participation of LEP parents or parents with disabilities. This will include providing information in a language and form that LEP parents can understand. Facilities used for parent involvement activities should be accessible to all parents.
- develop appropriate roles for community organizations and businesses in parent involvement activities.

## Section X. Transition of Preschool Children

The following steps will be taken to assist preschool children and their families in making the transition into elementary school.

1. The preschool attended will be identified on enrollment papers to allow counselors and teachers to contact these schools for important records or documentation.
2. Any children participating in Head Start within the previous 2 years will be identified for additional services.

3. Parents as Teachers (PAT) will coordinate Kindergarten screening. They also host family events at the elementary buildings.
4. JumpStart Kindergarten is offered during summer school for new Kindergarteners.
5. District preschool personnel work closely with Kindergarten teachers.
6. A kindergarten orientation will be held prior to the start of school, after screenings, to introduce parents to school staff and see the classrooms.
7. During spring kindergarten screening, the administrator will have exit conferences with all parents to go over testing results and answer questions.
8. A kindergarten “First Day of School” social activity will be held in the fall to invite parents and children to come to school to bring supplies, take a tour of the school and meet their child’s teacher.

## Section XI. Assessment of Program Results

- A. The school will know if the needs of struggling students are being met by using a variety of monitoring and evaluation tools periodically through the year.
  - Teachers will use a variety of periodic assessments (Concept About Print, Developmental Reading Assessment, Scholastic Reading Inventory, running records, performance events, constructed response items, open-ended questions, Acuity for third and fourth grade students, etc) to monitor and evaluate student progress.
  - Grade level teachers will develop a grade level portfolio which will be used to document how GLE’s are being taught and assessed for all content areas in grades kindergarten through fourth.
  - The school will provide individual student assessment results to parents during parent teacher conferences with reading levels indicated on the grade card, MAP test results, Scholastic Reading Inventory report (SRI), Developmental Reading Assessment (DRA), etc.
  - The building’s schoolwide team will complete an annual assessment to review strategies and make any necessary adjustments to the schoolwide plan. Parents and staff will participate in an annual needs assessment to help rank and cite areas of need.
- B. Teachers will be involved in decisions regarding student assessment and program improvement through their cadre work and grade level meetings. Grade Level Teacher teams will identify top 5 weaknesses when analyzing MAP data. Building cadres will develop strategies to address the identified weaknesses.

## Section XII. Additional Support

- A. Steps will be taken to reform the entire educational program of the school as it goes from targeted assisted to schoolwide.
  - Teachers will participate in the District’s Curriculum Alignment Committees, ensuring the curriculum is aligned to the Grade Level Expectations, developing instructional resources, and common assessments.

- Character education is implemented in many ways including: Word of the Month and Fight Free building procedures and policy.
  - Students in all grades are served in reading by Title I teachers. Our goal is to increase achievement for all students, especially those furthest from meeting the state's proficient academic achievement standards in Communication Arts. The Title I staff at Willard South is training in Reading Recovery and Early Literacy. There is no change in instructional time.
- B. The coordination of federal, state, and local services and programs support this schoolwide plan. All budget decisions are made considering the Building's and District's CSIP Plans. All newly implemented programs are research-based and meet a need identified by the CSIP plans.