

Lee County Schools District Title I Plan 2015-16

Lee County is a small, rural county with an estimated population of approximately 55,000. The percent of children living in poverty is about 19% with 67% of the school population eligible to receive free/reduced lunch. Just under half of the students are white with an even split of Black and Hispanic students for the remaining population. Hispanics are the fastest growing population and the percentage of Hispanic students is well above the state average. Lee County has a significantly lower percentage of college graduates than the state and a lower percentage of high school graduates. However, Lee County's current high school graduation rate is above the state average.

Lee County's EOG results for 2014-15 were below the state average for reading and math in all grade levels except for the 3rd grade reading. Lee County's EOG results for science were below the state average in grades 5 and 8. Lee County's EOC results were below the state average. Lee County has developed a plan to increase EOG and EOC scores to reach or exceed the state average. The plan includes the use of assessments throughout the year including district wide reading and math quarterly benchmark assessments in grades K-8, science benchmark assessments in grade 3-8 and EOC benchmark assessments twice during the semester. The results of the benchmarks are disaggregated with an item analysis, standards analysis, and projected levels analysis.

All of the elementary schools implement the 3D mCLASS Dibels and TRC Benchmark Literacy Assessment to all students in grades K-3 at the Beginning, Middle, and End of the Year. Based on the results, differentiated instruction is planned to address specific individual needs. Progress Monitoring is implemented with students who are making below level progress according to the assessments. Special Progress Monitoring kits have been purchased to provide the teachers with written questions and scoring rubrics to more accurately evaluate student progress during the year. Teachers on each grade level meet weekly in PLCs to discuss curriculum issues and share ideas for specific weaknesses. Some schools have Data Walls which are updated throughout the year.

During the school day, the students identified as needing assistance in meeting the state's challenging academic achievement standards participate in a variety of programs designed to give additional educational assistance including the following:

- Morning, Noon, and Night Parent Involvement Program
- Small group tutoring sessions
- Small group guided reading sessions with leveled reading materials
- Additional resource classes with the EC, ESL, and Title I resource specialists
- One-on-one tutoring with mentors, volunteers, or peers.
- After school Tutoring Programs
- June Summer Achievement Program
- July/August Summer Reading Programs
- I Read, You Read
- Project Lift Off for McKinney-Vento students

Morning, Noon, and Night (MNN) is an original program developed by the Title I Director about three years ago. This is the second year that MNN will be implemented in all of Lee County's elementary schools in both the first and second grades. The MNN Program is funded with Parent Involvement Title I funds.

Morning, Noon, and Night's primary goal is to help first and second grade children achieve grade level reading skills. The program was developed to help children remember the reading lessons and skills they learned at school by repeating the lessons at night. Each elementary school has a director for the MNN program. Each MNN Director works with 12 first grade students and 12 second grade students and their families. The MNN Directors work with all of the children each week day at school in small groups to introduce and reinforce reading skills. The MNN Directors check the parent logs each day to oversee the progress. The MNN Directors plan all of the program lessons for both school and home.

The MNN Directors hold monthly parent meetings in the evenings at school. During the meetings, the MNN Directors teach the parents how children learn to read including decoding (phonics) strategies, comprehension skills, instant words, and fluency practice. The MNN Directors explain the home lesson plans and demonstrate to the parents how to read a book together with their children. The MNN Directors also keep parents fully informed concerning their child's progress.

The parents work with their children each weekday night for about 15 minutes. The parents and their children are working with the same reading skills, vocabulary, and decoding strategies that the students are working on at school. The parents and the children also read small books together every night.

Another program unique to Lee County is funded with Title I money called "I Read, You Read." The Title I Director developed this program in partnership with the Lee County United Way. With I Read, You Read, volunteers are paired with struggling readers to share read a book selected by the teacher for 30 minutes a week. The reading is all done with the computer. The volunteers read from wherever they are located (home, work, vacation) and the students hear and see them using their school laptops. This has been a very popular reading program with both the volunteers and the students.

A variety of programs are offered to provide students assistance after school, during the summer, and during year round intersessions. The elementary and middle schools provide after school programs for at risk students in the areas of reading and math. The Summer Reading Program is a four week program for students who are reading below grade level in grades first, second, and third. There is no charge to parents and transportation and meals are provided. The class size is small and the students work on decoding skills, vocabulary development, fluency, and all of the comprehension skills.

The students who participate in the Lee County Preschool Programs visit and tour the elementary schools during the school year prior to their registration for kindergarten. At the beginning of the year kindergarten screening is held on every elementary school site for **all** children who will be entering kindergarten. The kindergarten screening is comprehensive including speech development, cognitive/language skills development, and motor skills development. The parents receive a kindergarten booklet that contains school policies, the kindergarten curriculum, schedules, and parenting tips. Translators are available to assist the LEP children during the screening.

Children who demonstrate motor skills or speech problems are flagged to receive more extensive testing. Entrance into kindergarten is staggered across the first three days of school. This enables the children to receive much more individual attention on their first day of school.

The Lee County Schools Demographic Report is used to identify eligible school attendance areas/schools with the grade span grouping of K-5. The K-5 schools are served if the percentage of students eligible for free/reduced lunch status equals or exceeds 35 percent. All of Lee County's elementary schools are currently Schoolwide Title I schools.

All Title I schools conduct a comprehensive needs assessment each spring. All of the students are assessed to determine which students are at risk of not meeting the state's challenging academic goals. All students in grades K-5 are given districtwide benchmark reading and math assessments throughout the year. Students in grades 3-5 take the state end-of-grade tests in reading and math. K-3 students are assessed with the 3D mClass assessment. The results of all assessments and classroom performance are analyzed to determine the strengths and weaknesses of students. School improvement plans are revised each year by the School Improvement Team at each school.

The McKinney-Vento Homeless Assistance Act, reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. Title I funding is set aside each year to assist homeless students. Services include tutoring and the purchase of books and other educational supplies. The Title I set aside is also helps pay for homeless students to participate in Project Lift-Off, a six-week academic summer program for secondary school students who are identified as homeless. This academic enrichment program integrates a book study into all areas of literacy and math. Beginning in 2014-15, Title I money has also been used to fund the transportation of homeless students who move during the school year so that the students can remain in their school of origin.

A primary focus of the Lee County Schools is to involve parents in the planning, implementation, and review of their children's instructional program. Parent involvement begins prior to the opening of school each year. Each of the Title I schools holds an Open House during the early evening hours before school begins. During the first week of school, the parents of each child in grades K-5 sign a **Parent/School Compact** which outlines the responsibilities of the school, teacher, parent, and student in attaining high achievement for the student. Information that is sent home to parents is provided in both English and Spanish including the Parent/School Compact.

All of the Title I schools have grade level parent nights. During the grade level parent nights, the teachers present the expectations for all of the core subjects and present the standards to the parents. The parents of all K-2 students have attend a parent-teacher conference during the fall of the year. In addition to quarterly report cards, the parents also receive mid-quarter progress reports for all students grades K-12. The parents of all K-2 students also receive a fall and winter Progress Report for reading. This report includes the students reading results on the quarterly benchmark assessments and the 3D mClass TRC assessment. The report indicates whether or not the student is reading on grade level.

The parents of all students in grades 3, 4, and 5 are required to come to their child's school during the month of January to conference with their child's teacher(s) and pick up their child's second quarter report card. These conferences are scheduled during the day, after school, and during the evening to accommodate the individual parent's schedule.

Parents serve on the School Improvement Teams of each Title I school site. The School Improvement Teams develop/revise the School Improvement Plan each fall. The plan includes goals and strategies for improving student achievement, school safety, business and parent involvement, and staff development. Parents also provide input during parent/teacher conferences, parent teacher organizations, comments on progress reports and report cards, and during Open House and other public meetings. Parents also serve on some district wide committees including the Title I/II committee and the calendar committee.

Parents are provided with many opportunities during the school year to visit the school and take part in school activities. Parents are invited to participate in activities such as the following: field trips, field days, book fairs, spirit week, career awareness activities, Health O'Rama, Awards Ceremonies, Lee County Cultural Arts Festival, Fall Festivals/Carnivals, Dr. Seuss Celebrations, Grandparents' Day, Terrific Kids Celebration, Latino Festivals, Musical Presentations, and Science Fairs. Parents are also invited to volunteer as tutors or classroom grade level representatives, to give assistance with arts/science projects, to assist children at a kindergarten center, and other volunteer activities.

Parents are kept informed of school events and activities through school newsletters, bulletin boards, voice mail messages, homework hotlines, and letters sent through the mail and/or home with students. The Lee County Schools continually encourages parent involvement and strives to enable teachers and support personnel to develop productive educator/parent relationships that will benefit all students.

All of the teachers at the Title I Schools are highly qualified. The principals sign attestations each year to document that all paraprofessionals meet the NCLB standards.

A district-wide Title I and II Stakeholder's Committee meets each spring to provide input into the following year's Title I and II plan. This is part of the Districtwide Needs Assessment which also includes an analysis of benchmark assessment results including 3D mClass, EOG results, demographics, the results of the District Professional Development Survey, MNN results, and parent surveys.