

Devil Dog Administration News

SOUTH CONWAY COUNTY SCHOOL DISTRICT

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Morrilton High



SPECIAL POINTS OF INTEREST:

The Board of Education would like to welcome the new School Board Member Mr. Greg Roberson and the re-election of Dr. Stephen Carter.

Intervention Plan 2006-2007

The school year is in full swing at Morrilton High School and we are excited about all of the new ideas and existing wisdom that will increase student achievement. Below is a list of interventions that are being implemented this year to continue our path to excellence.

Students at MHS will have 7 periods of 52 minutes each day. 9th grade students that were not advanced on the 8th grade benchmark tests are double blocked in Algebra I and 9th grade English. This totals 104 minutes daily in both math and English.

Before and after school tutoring is being offered in math and English. Math is being funded by SCCSD. English is being funded by the UCA Upward Bound program.

The math department will purchase TI-Navigator systems for each math classroom. These will be used to strengthen skills in the upper levels of Bloom's Taxonomy.

To maximize students' time on task, we will continue to do warm-up activities at the beginning of class, have bell to bell teaching and learning, make use of the mobile computer lab, and use our agendas/handbooks as a resource.

To address school wide wellness at MHS, we have incorporated an abstinence program "Worth the Wait" into our health classes. We have also purchased new equipment for P.E. classes.

Our school is piloting the new Excelsior Pinnacle Program as a means to have a school wide system for grade reporting and attendance. Additionally, Pinnacle will assist with communicating with parents.

48 cameras have been installed at MHS. These have already proven to be a very effective tool in ensuring safety, security, and order among day to day operations.

Morrilton Junior High

2006-2007 Intervention

It is the plan of Morrilton Junior High School to ensure that all students become proficient in the core subjects, with an emphasis on literacy and math in a safe, nurturing and technologically enhanced environment.

MJHS State Benchmark Assessment Data:

The following research-based intervention strategies will be implemented at Morrilton Junior High School for the 2006-2007 school year to increase student learning and achievement:

Create a Student Learning Team (SLT) that will meet to discuss students who are having difficulty in classes. The SLT Team will write an intervention plan with modifications and accommodations to support individual student learning and achievement.

A Pacing Guide correlated with the Arkansas Frameworks will be created and followed in the core subject areas.

A Reading Specialist will assist teachers with reading strategies in their classrooms. Students not reading on grade level will receive extra assistance and instruction from the Reading Specialist.

Obesity education is being addressed in the Physical Education classes. To improve student's fitness levels,

every student at MJHS will have at least a semester of PE, will receive 30 minutes of physical activity per day, and students will have limited access to Foods with Minimal Nutritional Value in the school's vending machines.

Morrilton Junior High School's school day is scheduled for eight (8) 45 minute periods. This allows for a more flexible schedule to increase student learning and to decrease discipline referrals.

Students not proficient in Math and Literacy are placed in "Focus Learning" Classes to receive extra attention and help from a caring teacher.

Every student at Morrilton Junior High School is scheduled for two (2) math classes to ensure student mastery of mathematic skills and concepts. Every student at Morrilton Junior High School, not proficient in the area of Literacy, are scheduled for two (2) English classes to ensure student mastery of literacy skills and concepts.

Formative Assessments are given every 4 ½ weeks in the areas of Math and Literacy and every 9 weeks in the areas of Science and Social Studies to diagnose the areas that need to be addressed to ensure student learning.

Hall Pass Timers and Student Handbooks are used to help keep students in class longer and out of the hallways and bathrooms to ensure the opportunity to learn.

Morrilton Primary School

Intervention Plan 2006-2007

Safe and Orderly Environment is provided for all students and the continuation of our Watch Dog Dads Program will be a positive step in this direction by assisting us in tutoring and dealing with behavioral issues.

A Clear and Focused Mission is the common goal of the school that all children can learn, and that we need to instill in each student a desire to be life time learners.

High Expectations for All Students is the rule at Morrilton Primary School. We expect all students to master the essential skills at their grade level.

Frequent Monitoring and Assessment of Students is a daily activity at Morrilton Primary School. Each child has a portfolio which contains skills the student has mastered and skills the student needs more time on task to accomplish.

Highly qualified teachers and paraprofessionals work each day to re-teach skills the student has not yet mastered.

Maximizing learning opportunities and spending more time on task is evident by the implementation of our after school program which enables students to have sufficient time and support to make adequate progress.

Positive Home-School Relations is evident as teachers and parents work together to plan strategies that enable parents to reinforce skills taught at school. Parents and teachers work together to provide a positive attitude toward all activities that support our school.

The Instructional Leader is a leader of leaders. Staff is willing to do "whatever it takes" to increase academic performance in all our students.



Morrilton Elementary

Intervention Plan 2006-2007

Morrilton Elementary School teachers have many interventions in place to help students achieve success in reading and math. In our efforts to improve ourselves, the staff of MES is working to implement strategies from the Seven Correlates of Effective Schools. We want our school to make a difference with students!

First and foremost, we have implemented a rigorous curriculum using new textbooks for reading and for math. Teachers use strategies from ELLA and Effective Literacy and their updates to instruct students in the best practices that are available. Following the Arkansas Frameworks for reading and math, teachers instruct students to mastery levels of learning. Teachers document instruction on OMC's (Objective Mastery Charts) in order to ensure instruction of the skills necessary in 2nd and 3rd grades. Teachers are incorporating lessons based on the research-based instruction studies of Marzano and that incorporate the Higher Levels of Bloom's Taxonomy.

Math and Literacy Coaches are in classrooms to support regular classroom instruction. This year, the coaches are working in a lab model setting also that will let them work in small groups with students who are struggling in literacy-both reading and writing and in math. These lab appointments allow the coaches to supplement classroom instruction and provide valuable intensive instructional and testing support to classroom teachers. As an extra adult in the classroom at times, coaches provide more personalization for students in their lessons. The coaches provide students with extra practice in open response exercises in both math and reading.

MES implements Accelerated Reading and Accelerated Math programs in both the second and third grades. The additional support that students get through these technology-based programs gives them a variety of instructional resources and increases student interest in reading and math.

Teachers at Morrilton Elementary use the Step Up to Writing model for classroom writing instruction. This model has proven to be effective in helping students master the skills they need to be effective writers.

The activity program at Morrilton Elementary supplements literacy and math instruction as well as promoting physical activities. Six courses supplement regular classroom instruction. The music program, required by the state, is being led by a certified elementary teacher. She implements music into the classroom by using literacy and math instruction in the lyrics of the songs students are learning. They are singing the sounds that letters make and their math facts! The art program is also being led by a certified elementary teacher. She

brings a broad spectrum of literacy skills and math concepts into the art class at every opportunity. In PE, the coach is developing lessons to integrate math skills and writing into the curriculum. Physical fitness is a key component of the Physical Education curriculum in order to promote healthy living and physical activity to reduce the occurrence of obesity. The counseling and library programs have multiple opportunities to bring in literacy and math skills. Students will learn more about themselves and the library in both of these activity classes. Another activity class that MES students participate in is the computer program. Students are able to use the latest in technology in a newly furnished lab with laptop computers. They will learn valuable technology skills that they will need throughout their lives. Each of these classes provides educational extensions to the regular literacy and math curricula that support and encourage lifelong learning.

All students will benefit from the Focused Learning Time that provides intensive instruction in areas that students need. Students are organized within their team according to their levels in reading and math so that the certified teachers can address specific educational needs that they have. These groups will participate in instruction, assessment, and regrouping as necessary so that students will progress as they master literacy and math skills. The ability to group and regroup students for instruction will allow teachers to personalize instruction as never before.

The Art and Music teachers will spend one to one and a half hours each day working with students as an instructional co-teacher in the regular classrooms. The addition of another certified instructor will provide invaluable support for students and will assist with early intervention strategies for students.

Parents can get additional homework practice for students from the Parent Center as teachers request prescriptions to be filled for specific learning needs that students have.

An inclusion classroom at the second grade level will provide special education support for students. Both a special education certified teacher and a regular education certified teacher are servicing the needs of students in the classroom. Two trained adults in the room will ensure that students get personalized instruction as well as ensure the specific instructional needs of children with Individualized Education Plans are met. Third grade students who need these specialized services will work with a Special Education teacher both in the regular classroom and in a pull-out model.



Morrilton Intermediate School

Intervention Plan 2006-2007

With the support of our students, parents, and community, the mission of Morrilton Intermediate School is to provide all students with the opportunity to learn in an environment that is safe, nurturing, wellness-oriented, and technology-enriched, in order to ensure proficiency in all content areas. With that mission as our focus, the faculty and staff of Morrilton Intermediate will take the following actions to improve student achievement during the 2006-2007 school year:

We will provide faculty, students, and parents a clear understanding of the school mission and focus our efforts toward achieving proficiency for all students, in a safe, nurturing, wellness-oriented, and technology-enriched learning environment. In order to accomplish that task, we will base instructional planning for each grade level on a curriculum that is aligned with Student Learning Expectations from the Arkansas Frameworks. The use of quarterly pacing guides will enable our teachers to maintain an instructional focus on Student Learning Expectations that will give MIS students the opportunity to reach proficiency on the Benchmark Exam in literacy, mathematics, and science. Student Learning Expectations for each quarter will be posted on classroom walls as a constant reminder of what we are trying to accomplish in school, and we will teach reading, writing, and math in all subjects, including music, art, and physical education. Teachers will be trained in research-based instructional strategies, including Accelerated Reader, Accelerated Math, Effective Literacy, Literacy Lab, MathLINKS, and Effective Schools.

To support our mission, we will provide our students with a safe and orderly learning environment. School-wide behavioral expectations for students will be communicated to parents through the student handbook and to students through instruction by their teachers at the beginning of school. Each teacher will provide parents and students with the behavior management plan for his or her classroom. The plan will contain expectations, consequences, and incentives for appropriate behavior. A Teacher Assistance Team will work with teachers to develop interventions for students who are consistently disruptive in class, and individualized or small group counseling will be provided for those students.

To help us determine if we are accomplishing our school mission, we will participate in frequent monitoring of student progress. At the beginning, middle, and end of the school year, students will be tested using STAR Literacy and STAR Math to help determine student progress. Assessments in the format of the Benchmark Exam and based on Student Learning Expectations for each quarter in literacy and math, will be provided through the Focus Testing program at Arch Ford Co-op and will be used to determine success in learning the assigned objectives for each nine weeks and to determine the need for remediation.

As part of our school mission, MIS will provide a climate of high expectations for student success in attaining proficiency in all content areas. Frequent student assessment will be followed by re-teaching in the regular classroom until **all** students have reached proficiency with Student Learning Expectations in literacy and math. The Inclusion Model will be used to meet the academic needs of special education students in all subject areas and on all grade levels. Additional small group instruction in literacy will be provided by certified special education teachers. The math coach, literacy coach, Title I intervention teacher, special education teachers, and paraprofessionals will assist classroom teachers with individualized and small group instruction for students who are at risk for not reaching proficiency in literacy, math, and science. In addition to these strategies, the district will be asked to assist with intervention by purchasing intervention materials, such as SRA kits, for small group and individualized instruction in literacy and science, and an after-school tutoring program will be used for students who need more instruction and intervention than the school can provide during the regular school day to give the students a greater opportunity to reach proficiency.

The success of the school mission requires that we provide

students the opportunity to learn through additional instruction, assistance, and student time on task. Our school day will be divided into eight 45-minute periods. Literacy instruction, which includes reading, language, spelling, and writing, will be taught in a block of three periods to allow a period for reading instruction, a period for focused intervention, remediation, or enrichment, and a period for writing instruction. Individualized materials, including SRA Reading, leveled books, and guided reading groups will be used for focused instruction. Students will be divided into small groups during the intervention period, and our literacy coach, Title I intervention teacher, special education teachers, and paraprofessionals will help classroom teachers provide focused instruction for individualized needs in literacy. Math instruction will be taught in a block of two periods per day. One period will be used for math instruction aligned with our directed quarterly objectives. The second period will be for focused math instruction, using Accelerated Math, to meet individualized needs for intervention, remediation, or enrichment in math. After-school tutoring will be used to provide an additional opportunity to learn for students at risk for failure to reach proficiency. Teachers will be encouraged to consistently practice bell-to-bell instruction. Time available for student learning will be increased by limiting the number of field trips taken by each teacher to two per year. Incentive activities for appropriate behavior or achievement will be limited to 1½ hours per grading period.

Parents must be involved if our mission is to be successful, and we will work to achieve positive home-school relations. Teachers will provide parents with a weekly newsletter to inform them of school activities, instructional focus, student progress, discipline, and student needs. The weekly newsletter will go home on the same day each week and will be attached to graded papers for the previous week. Parents will sign and return a form stating that they have received the newsletter. Learning prescriptions will be written and sent to the Parent Center for all students who are on a Student Achievement Improvement Plan and for students who are exhibiting a significant weakness in some area of instruction in the classroom. Parents will be included on school improvement committees and will be invited to volunteer at school and to participate in school events and activities. Fathers will be encouraged to participate through the Watch D.O.G.S. program.

Fulfillment of the mission requires strong instructional leadership. The quality of instruction provided to our students, teacher's use of the aligned curriculum, bell-to-bell instruction, and use of high-yield teaching strategies will be monitored frequently through classroom walk-through visits by the principal and assistant principal. Data from classroom walk-through visits will be analyzed and used to plan professional development. Additional training will be provided in Accelerated Reader, Accelerated Math, Effective Literacy, Literacy Lab, MathLINKS, and Effective Schools research. The district will be asked to provide support for research-based instruction in math by providing four digital presentation cameras (e.g., Elmo or Dukane) to enable fifth and sixth-grade math teachers to use instructional strategies acquired through MathLINKS training. Literacy and math coaches will assure an aligned curriculum by providing teachers with specific objectives to be taught during each quarter. Quarterly assessments (CRTs) developed through Focus Testing (Edusoft) will be used to determine effectiveness of instruction and need for remediation. Individual results for students will be reported to parents. As part of instructional leadership, literacy and math coaches will provide professional development, demonstrate teaching strategies, provide research and materials, and assist classroom teachers by giving instructional support to students who are at risk for failure to achieve proficiency.

With the support of our school district and community and through the use of these strategies, the faculty and staff of Morrilton Intermediate School will strive to help **every** student reach proficiency in Literacy and Mathematics on the 2006-2007 Benchmark Exam. It is our desire to improve the instructional program for all subject areas so that our students will be proficient across the curriculum.

WE'RE ON THE WEB!
SCCSD.ORG



**MORRILTON
 DEVIL
 DOGS**

**Ms. Wofford qualified for
 5-A state golf match**

October

09	School Board Meeting
17	End of quarter (41 days)
23	Parent/Teacher Conferences 7 - 12
23	Report Cards
24	Parent/Teacher Conferences K - 6
31	Happy Halloween

October 2006

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

ACTAAP Assessment Data - 2006

