

North Adams-Jerome

Title I & 31a

Supplemental Support

Handbook

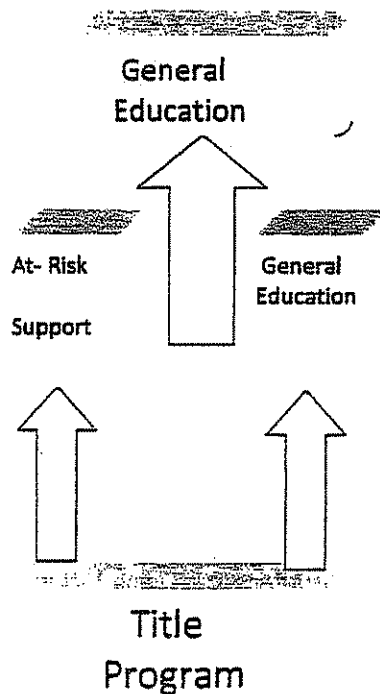


Table of Contents

- ❖ Mission Statement
- ❖ Personnel
 - Student Criteria
- ❖ School/Home Compact
- ❖ Parent Involvement Policy
- ❖ Research Based Programs
- ❖ Learning Style Survey
- ❖ Learning Style Resources

Mission Statement

North Adams-Jerome Elementary prepares our students of today for the world of tomorrow. Our school community provides an environment in which all students will learn to their full potential and for lifelong learning.

Personnel

Title Aide/Paraprofessional:

- Teacher developed daily plans
- Supervising students on assigned programs
- Daily log and documentation
- Collaborate with classroom teacher

Title Teacher (Certified personnel):

- Create lesson plans based on test data utilizing assigned programs
- Assess progress
- Collaborate with classroom teacher
- Daily lesson plans/log book/ attendance/ and time

Title Student:

- Must meet criteria requirements
- Kindergarten through fifth grade

Title Program: Eligibility and Exit Criteria

Federally Funded

Assessment	Eligibility Criteria	Program Exit Criteria
STAR Math	1 year below grade level	At or above grade level
STAR Reading	1 year below grade level	At or above grade level
STAR Early Literacy	1 year below grade level	At or above grade level
DIBELS	Below benchmark/GE	At or above grade level benchmark
Math-CCSS Aligned Grade level specific	Below 30%	At or above 80%
Teacher Recommendation		

Mission Statement

North Adams-Jerome Elementary prepares our students of today for the world of tomorrow. Our school community provides an environment in which all students will learn to their full potential and for lifelong learning.

Personnel

Title Aide/Paraprofessional:

- Teacher developed daily plans
- Supervising students on assigned programs
- Daily log and documentation
- Collaborate with classroom teacher

31a Student:

- Must meet criteria requirement
- Kindergarten through eighth grade

31a Program: Academic/ Risk Factor Eligibility Criteria (State Funded)

Academic Assessment

Eligibility (minimum of 1 area)

STAR Math	Minimum of 1 year behind grade level
STAR Reading	Minimum of 1 year behind grade level
STAR Early Literacy	Minimum of 1 year behind grade level
Dibels	Below Benchmark/GE
State Testing	Area of concern

OR

Risk Factors (minimum of 2 areas)

Victim of Child Abuse or Neglect
Below Grade Level: English Language, Communication or Math
Pregnant Teen or Teen Parent
Eligible for Free/Reduced Lunch
Atypical Behavior or Attendance
Family History School Failure, Incarceration, or Substance Abuse

31a Program: Academic /Risk factor Exit Criteria Rubric

Academic Assessment

Exit Criteria

STAR Math	Three consecutive progress monitoring scores at or above current grade level
STAR Reading	Three consecutive progress monitoring scores at or above current grade level
STAR Early Literacy	Three consecutive progress monitoring scores at or above current grade level
DIBELS	Student has achieved 80% of grade level expectation.

North Adams-Jerome School/Home Compact

As a STUDENT it is important that I do the best I can. Therefore, I will:

- Attend school daily and be on time for class.
- Come to school prepared to learn.
- Complete my assignments to the best of my ability and turn them in on time.
- Be a good link between school and home.

As a PARENT/GUARDIAN, I want my child to succeed. Therefore, I will:

- See that my child has good attendance.
- Support the school discipline policy.
- Read with my child as often as possible.
- Look daily for information coming home from school.
- Provide supervision, a quiet place, support and time for my child to do school work.
- Attend parent-teacher conferences and as many other school functions as possible.

As a TEACHER, it is important that students achieve. Therefore, I will:

- Provide a positive and safe environment where your child can learn.
- Prepare lessons that help your child achieve the curriculum standards.
- Provide appropriate and meaningful homework assignments for students.
- Keep parents/guardians informed of their child's progress.
- Provide for your child's unique learning needs.

As a PRINCIPAL, I support this form of home and school commitment. Therefore, I will:

- Provide a positive, safe atmosphere for learning.
- Assist students, parents, and teachers to ensure a successful school experience.
- Promote communication between home, school and the community.
- Provide leadership and support for attainment of the curriculum standards.
- Support and attend school and community functions.

Parent Involvement Policy

- An annual meeting will be held each fall in Title 1 buildings to explain the Title 1 program and the use of Title 1 funds.
- Parents will participate in the School Improvement committee and one or more parents of students in the Title 1 program will participate on the committee in Title 1 schools.
- Parents will be provided reports of their child's progress on regular basis in accordance with the District grading schedule.
- Parent-Teacher Conferences will be held each fall to discuss students' progress and more frequently if requested.
- Staff members will be available by appointment to discuss parent concerns.
- Title 1 parents will be surveyed in the spring of each year for their ideas and evaluation of the Title 1 program. The survey will be used for planning services in the following school year.

Research Based Programs Utilized For Student Interventions

- Read Naturally: Reading Fluency/Comprehension building program
- Essential Skills: Phonemic Awareness/Phonics/Sight Word Vocabulary/Comprehension/Mastering Numerations 1 and 2.
- Language!: Language Arts curriculum developed for students requiring interventions and tier 2 / 3 support.
- Rewards: Phonics based syllabication program.
- Orton Gillingham: Phonemic Awareness and Phonics skills training.
- Touch Math: Hands on math computation and application.
- STAR Math/STAR Reading: Screening, progress monitoring and instruction planning support.
- Keyboarding programs.
- DIBELS: Progress monitoring.

* Research Data available upon request

NORTH ADAMS-JEROME SCHOOL

LEARNING STYLE SURVEY

Skill: How You Learn

Directions: In each section, check each description that applies to you. Leave the others blank.

Section A

1. ____ If I need to spell a word correctly, I write it down to see if it "looks" right.
2. ____ I can remember names if I see them written on name tags.
3. ____ I enjoy reading books and looking at the pictures.
4. ____ I would prefer to read the directions or look at the illustrations before beginning a project.
5. ____ To remember what my teacher says in class, it helps me to take notes.
6. ____ I usually write down all of my assignments to help me remember them.
7. ____ A good way for me to practice vocabulary words would be to use flashcards.
8. ____ I like my desk and locker to be organized.
9. ____ I can sit still to watch TV or work on the computer for a long time.
10. ____ I understand things better when I read them than when I listen to them.
11. ____ I like for my folks to make a list of the chores I need to do rather than just tell me.
12. ____ I can picture things easily in my mind.

TOTAL NUMBER OF CHECKS IN SECTION A ____

Section B

1. ____ If I hear someone's name, I remember it easily.
2. ____ I prefer to listen to a book on audio tape rather than read it.
3. ____ I can pay attention and remember easily when my teacher reads aloud to us.
4. ____ I use jingles and songs to help me memorize things.

5. _____ If I were lost, I would stop and ask someone for directions rather than look at a map.
6. _____ In reading, I can best remember a story if we have a class discussion about it.
7. _____ I remember songs after hearing them only a couple of times.
8. _____ I often read and study by repeating information aloud to myself.
9. _____ I am distracted by background noise (like pencil tapping) when I am taking a test.
10. _____ I like to study for tests by having someone quiz me aloud.
11. _____ I like to talk and listen.
12. _____ I work math story problems by talking through them aloud.

TOTAL NUMBER OF CHECKS IN SECTION B _____

Section C

1. _____ It is hard for me to pay attention when I must sit still for a whole class period.
2. _____ I enjoy sports and being active.
3. _____ I count on my fingers or with other objects when I do math problems.
4. _____ My favorite classes are those where I can move around a lot.
5. _____ I would almost always choose to play outside rather than sit inside and read a book or listen to tapes.
6. _____ I have a hard time staying neat and organized.
7. _____ I am good at skills that require precise movements like walking on a balance beam, serving a volleyball
or playing Ping-Pong.
8. _____ I prefer to learn a new activity by being shown how to do it rather than reading about it or listening to a
CD.
9. _____ I would like to act out stories rather than talk about them.
10. _____ I have a good sense of balance and rhythm.
11. _____ I can learn new dance steps or athletic skills after only trying them a few times.
12. _____ I would like to study my multiplication tables by saying them in rhythm while I jumped rope.

TOTAL NUMBER OF CHECKS IN SECTION C _____

Now write your section totals in the spaces below. A= _____ B= _____ C= _____

A. If your highest total is in section A, you are likely a **SEEING** learner. You remember best by using your eyes.

B. If your highest total is in section B, you are likely a **HEARING** learner. You remember best by using your ears.

C. If your highest total is in section C, you are likely a **DOING** learner. You need movement or activity while you study to remember best.

Now fill in the blanks below:

I am strongest as a _____ learner.

My second area of strength is as a _____ learner.

Learning style resources for parent/student:

www.education.com "Helping Visual Learners Succeed"

www.education.com "Helping Auditory Learners Succeed"

www.education.com "Helping Kinesthetic Learners Succeed"

Bloom's Taxonomy

A Message to Your Child's Most Important Teacher...

Parents are their child's first and most important teacher. What you say and do to help your child learn is very important to their success. No matter what the lesson of the day is in the classroom, you can help in a variety of ways.

Promote Learning Time:

- ❖ Make school work a TOP priority, don't over-schedule sports, clubs, lessons or other good activities at the expense of learning time.
- ❖ Look at your child's work and discuss their assignments.

Promote Learning Attitudes:

- ❖ Be positive with your child's efforts and do not compare them to classmates or family members.
- ❖ Let your child know you value hard work and personal responsibility.

Promote Learning Activities:

- ❖ Set aside time daily for reading with your child.
- ❖ Discuss reading related ideas-letter, word meaning, story pictures, characters and events.
- ❖ Have your child write for real purpose-notes, cards, messages, shopping and to do lists.
- ❖ Use math for computation and problem solving in daily activities as shopping and telling time.

A Model of Learning Objectives

based on

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives

Among other modifications, Anderson and Krathwohl's (2001) revision of the original Bloom's taxonomy (Bloom & Krathwohl, 1956) redefines the cognitive domain as the intersection of the Cognitive Process Dimension and the Knowledge Dimension. This document offers a three-dimensional representation of the revised taxonomy of the cognitive domain.

Although the Cognitive Process and Knowledge dimensions are represented as hierarchical steps, the distinctions between categories are not always clear-cut. For example, all procedural knowledge is not necessarily more abstract than all conceptual knowledge; and an objective that involves analyzing or evaluating may require thinking skills that are no less complex than one that involves creating. It is generally understood, nonetheless, that lower order thinking skills are subsumed by, and provide the foundation for higher order thinking skills.

The Knowledge Dimension classifies four types of knowledge that learners may be expected to acquire or construct—ranging from concrete to abstract (Table 1).

Table 1. The Knowledge Dimension – major types and subtypes

concrete knowledge			abstract knowledge
factual	conceptual	procedural	metacognitive
<ul style="list-style-type: none"> knowledge of terminology knowledge of specific details and elements 	<ul style="list-style-type: none"> knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures 	<ul style="list-style-type: none"> knowledge of subject-specific skills and algorithms knowledge of subject-specific techniques and methods knowledge of criteria for determining when to use appropriate procedures 	<ul style="list-style-type: none"> strategic knowledge knowledge about cognitive tasks, including appropriate contextual and conditional knowledge self-knowledge

(Table 1 adapted from Anderson and Krathwohl, 2001, p. 46.)

*Metacognitive knowledge is a special case. In this model, "metacognitive knowledge is knowledge of [one's own] cognition and about oneself in relation to various subject matters ..." (Anderson and Krathwohl, 2001, p. 44).

IOWA STATE UNIVERSITY
Center for Excellence in
Learning and Teaching

lower order thinking skills					
remember	understand	apply	analyze	evaluate	create
<ul style="list-style-type: none"> recognizing identifying recalling retrieving 	<ul style="list-style-type: none"> interpreting clarifying paraphrasing representing translating exemplifying illustrating instantiating classifying categorizing subsuming summarizing abstracting generalizing inferring concluding extrapolating interpolating predicting comparing contrasting mapping matching explaining constructing models 	<ul style="list-style-type: none"> executing carrying out implementing using 	<ul style="list-style-type: none"> differentiating discriminating distinguishing focusing selecting organizing finding coherence integrating outlining parsing structuring attributing deconstructing 	<ul style="list-style-type: none"> checking coordinating detecting monitoring testing critiquing judging 	<ul style="list-style-type: none"> generating hypothesizing planning designing producing constructing

(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67-68.)

NA-J Teachers Approved Websites For Math and Reading

<http://www.coolmath4kids.com/>

<http://www.fun4thebrain.com>

<http://www.kidsmathgamesonline.com>

<http://sheppardsoftware.com>

<http://gogomathgame.com>

<http://ABCya.com>

<http://pbskids.org/games/math>

<http://www.abcmouse.com>

<http://www.starfall.com>

<http://www.kidsclick.org>

<http://funbrain.com>

<http://eyewitnesstohistory.com>

<http://www.biography.com>

<http://www.multiplication.com>

<http://studyjams.scholastic.com>

<http://www.rickyspears.com>

<http://storylineonline.net>