

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY AND SCIENTIFICALLY BASED RESEARCH**

Conduct a comprehensive needs assessment of the entire school (including the needs of migratory children) that is based on achievement of the children in relation to the state academic content standards and the state student academic achievement standards. Complete the charts below, providing identified needs of students based on data, and activities funded by Title I and Priority (TA) to address the identified need. Include any other relevant information, including demographic considerations. In the last column of the chart, provide the citation(s) of the scientifically based research for the effective methods, instructional strategies, and/or programs listed within the school's Title I and Priority (TA) funded activities that will be implemented in this plan.

**GENERAL SCHOOL DEMOGRAPHIC INFORMATION**

Thomas E. Kerns Elementary School, located in GREENVILLE School District, has an enrollment of 619 93 and serves students in grades K to 5.

Identified Need	Data Upon Which the Identified Need Is Based	Use of Title I and Priority (TA) Funds to Address the Identified Need	Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities
<p>To integrate technology into classroom instruction.</p>	<ul style="list-style-type: none"> <li>Math Measure of Academic Progress (MAP) (grades K-10)</li> <li>Reading Measure of Academic Progress (MAP) (grades K-10)</li> <li>ELA and Math PASS Data</li> </ul>	<ul style="list-style-type: none"> <li>Employ 1 Early Academic Interventionist (D. Bolding) @ 1.0 FTE to provide focused assistance to students in grades 3K-1st grade.</li> <li>Provide before school tutoring in ELA and math standards for identified students in grades 2-5 using direct instruction and/or Compass Odyssey utilizing 6 teachers x \$30/hr x 2 hrs/week for 26 weeks (includes supplies such as copying costs, paper, batteries, various genre of reading books)</li> <li>Provide grade level intervention materials for grades 1-3 to support phonics and Pinnell Balanced Literacy implementation.</li> <li>Provide classroom support materials for Common Core Math and Phonics and Pinnell Balanced Literacy.</li> </ul>	<p>Technology</p> <p>Bush, Thomas, John Armstrong, Dan Barlow, and Lois Ulitz (1999). "Design and Delivery of Integrated Learning Systems: Their Impact on Student Achievement and Attitudes." Journal of Educational Computing Research 21, no. 4:475-86. (Annotated citation can be found in ERIC, EJ 606782.)</p>
<p>To increase student achievement in English language arts.</p>	<ul style="list-style-type: none"> <li>AIMS Web</li> <li>Reading Measure of Academic Progress (MAP) (grades K-10)</li> <li>ELA PASS Data</li> </ul>	<ul style="list-style-type: none"> <li>Employ 1 Primary Academic Interventionist @ 1.0 FTE (Clarif) as a certified teacher who will provide focused assistance in ELA to students in Grade 3 utilizing Response to Intervention (RTI). (0.4 Title I, 0.6 SIB)</li> <li>Provide technology equipment and supplies to support ELA and Math instruction within classrooms. Expenditures includes, but not limited to: ActvStates, student computers, ActvPens</li> </ul>	<p>Reading</p> <p>National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754.</p>
<p>To integrate technology into classroom instruction.</p>	<ul style="list-style-type: none"> <li>Math Measure of Academic Progress (MAP) (grades K-10)</li> <li>Reading Measure of Academic Progress (MAP) (grades K-10)</li> <li>Teacher Survey</li> <li>ELA and Math PASS Data</li> </ul>	<ul style="list-style-type: none"> <li>Employ 1 certified teacher (E. Darnell) @ 1.0 FTE to deliver instruction in ELA and mathematics utilizing instructional technology for students in grades K5-5th grade.</li> </ul>	<p>Instructional Technology</p> <p>Mann, D., Shakeshaft, C., Becker, J., &amp; Kortkamp, R. (2002). West Virginia story: Achievement gains from a statewide comprehensive instructional technology program</p>

<p>To provide professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> <li>Math Measure of Academic Progress (MAP) (Grades K-10)</li> <li>Reading Measure of Academic Progress (MAP) (grades K-10)</li> <li>Teacher Survey</li> <li>ELA and Math PASS Data</li> </ul>	<ul style="list-style-type: none"> <li>Employ 1 Instructional Coach (C. Stanton) @ 0.9 FTE to provide additional focus in assisting teachers with enhancing direct instruction for student achievement, teaching and disaggregating data, modeling lessons, providing feedback to teachers</li> <li>Provide substitutes for grade-level staff development follow-up for Balanced Literacy training (Foundations &amp; Pinnell)/Common Core. 6 subs to cover 3.5 hour blocks of time for each grade level x \$100 x 6 days (K-1/2-3/4-5). Provide substitutes for an additional 25 subs during the year for teacher professional growth, i.e. Furman Consortium Sessions, school visits. Provide 12 subs for math conference participation. Provide refreshments for designated Professional Development sessions to include Roundtables and Pinnell (Sept. 25, Oct. 23, and Nov. 28); Using Data Analysis to Drive Instruction (November and February); and Small Steps, Big Changes (January and February). Provide funds for registration for SCCTM (math conference (14 registrations)).</li> <li>Provide 40 copies of the staff development book "The Data Teams Experience: A Guide for Effective Meetings" at \$25.</li> </ul>	<p>Professional Development</p> <p>Dessimore, L., et al. "Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study." Educational Evaluation Policy Analysis 24.2 (2002): 81-112.</p> <p>Instructional Coach</p> <p>Sparks, Georgia 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>
<p>To reduce class size to provide additional individual and group instruction.</p>	<ul style="list-style-type: none"> <li>Math Measure of Academic Progress (MAP) (grades K-10)</li> <li>Reading Measure of Academic Progress (MAP) (grades K-10)</li> <li>ELA and Math PASS Data</li> </ul>	<ul style="list-style-type: none"> <li>Employ 1 teacher (M. Wingerter) @ 1.0 FTE to provide for higher incidence of student-teacher interaction and focused assistance by reducing class size at Grade 5 from 25:5:1 to 19:1.</li> <li>Employ 1 teacher (A. Esposito) @ 1.0 FTE to provide for higher incidence of student-teacher interaction and focused assistance by reducing class size at Grade 5 from 25:5:1 to 19:1.</li> <li>Employ 1 teacher (M. Wingerter) @ 1.0 FTE to provide for higher incidence of student-teacher interaction and focused assistance by reducing class size from 25:5:1 to 19:1 in Grade 4.</li> <li>Employ 1 teacher (L. Wineberger) @ 1.0 FTE to provide for higher incidence of student-teacher interaction and focused assistance by reducing class size at Grade 2 from 21:5:1 to 19:1.</li> <li>Employ 1 teacher (A. Arthur) @ 1.0 FTE to provide for higher incidence of student-teacher interaction and focused assistance by reducing class size at Grade 1 from 21:5:1 to 19:1.</li> <li>Employ 1 teacher (A. Golden) @ 1.0 FTE to provide for higher incidence of student-teacher interaction and focused assistance by reducing class size at Grade 3 from 21:5:1 to 19:1.</li> </ul>	<p>Reduced Class Size</p> <p>Finn, F.D., Gerber, S.B., Achilles, C.M. and Boyd-Zaharias, J. (2001). "The Enduring Effect of Small Classes." Teacher College Record, 103 (2), 145-183</p>
<p>To increase parental involvement in</p>	<ul style="list-style-type: none"> <li>Parent Survey</li> <li>State School Report Card data</li> </ul>	<ul style="list-style-type: none"> <li>Provide orientation sessions and materials for students and parents from 4K to 5K and 5K to 1st grade.</li> <li>Develop jointly with parents a Parent Involvement Policy and School-Parent Compact as required by Title I Law.</li> <li>Involve stakeholders in school instructional activities and parent/student events to support school achievement. Printing includes: quarterly newsletters, flyers, tips for helping students in math and reading and includes printing the Home-School Connections.</li> <li>Provide instructional activities and events to support school achievement and on-going positive home/school communication with parents and the community by publish and supplemental Title I newsletters (School-Parent Compact, Parent Involvement Policy, conferences and training sessions).</li> </ul>	<p>Parental Involvement</p> <p>Chartrand, Ahe 2000 School Characteristics and Parent</p>

the school and their child's education.	Parents Attending Training Based on Sign-in Sheets	Employ (1) Parent Involvement Coordinator (Bilingual) @ 1.0 FTE (Event) to serve as a liaison between the school and students' homes; to encourage parental involvement and participation in school programs; and to provide assistance to students' families in the areas of school-related concerns in grades K-5. Provide monthly parent trainings focused on grade-level expectations, disaggregation of test data, materials and supplies to help students achieve on PASS, general parenting skills and other topics as requested or needed. Provide monthly parent trainings focused on grade-level expectations, disaggregation of test data, materials and supplies to help students achieve on PASS, general parenting skills and other topics as requested or needed. Provide and equip parent center with computers so that parents can learn about resources for their students and technology instruction. Parent trainings will be held focused on the technology as well as trainings that show the parents information regarding Compass Odyssey, Starfall.com and Smarter Balance.	Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September) no. 1: 29-40.
		Pursuant to State law, this district elects to flex the 2010 Technical Assistance Funds.	
To increase student achievement across core subject areas.	Trend Data for ELA PACT [grades 3-8] Trend Data for Math PACT [grades 3-8]		Everyday Math Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S. L. Sen and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Reading National Institute of Child Health and Human Development 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754.

What does the school's disaggregated data indicate as needs for migrant students? (Title I only)

N/A