

School-wide Reform Strategies...

Reading Intervention:

Students are instructed in reading for more than 90 minutes each day in a research-based core reading program. They are taught in whole group and small groups. Students not reaching benchmark goals are also given an additional 30 minutes of small group instruction each day in the classroom setting. The most intensive students are given another 30 minutes of instruction outside the classroom setting daily. Afterschool, two days a week, the strategic and intensive students are given the opportunity to receive an additional 90 minutes of reading assistance.



English Language Learner Support:

A trained bilingual instructional assistant works with English learning students daily in and out of the classroom setting. After school, three days a week, students are taught language and writing skills through the *Language for Learners*, a research-based program.



Student Study Team:

A group of educational professionals meet weekly to discuss strategies to implement for struggling students in and out of the school setting. All effective interventions are implemented before further testing is pursued. An Individual Education Plan may be written for a student or a 504 Plan may be written to implement modifications in the academic setting.

Grade Level Data Meetings:

Grade Level Teams meet with the Intervention Specialist and the Academic Coach each quarter to discuss testing results on DIBELS and GALILEO (The district's assessment plan that determines each students' progress on the AZ State Standards). Strategies are discussed to improve instruction and meet the needs of individual students.

Grade Level Team Planning:

Classroom teachers meet weekly to plan instruction and discuss the academic progress students are making. Instruction is altered, and teachers maintain flexible learning groups to meet the individual needs of all students.



Afterschool Tutoring Program:

Students whose grades are below a C average are recommended for an after school tutoring program. Research-based instructional strategies are implemented in a small group setting. Students are given support on homework and any academic areas where they are struggling.

Highly Qualified Staff:

Staff members are required to continue professional development to earn and maintain their highly qualified status. The school district provides quality professional development on Early Release Days. Teachers attend conferences and professionals are brought to the district to train teachers and keep



them updated on research-based instruction. New teachers hired to teach in the district are provided with a highly qualified mentor teacher. They attend monthly meetings organized by the district's professional development coordinator.

Parental Involvement:

The PTA provides parent information nights to train parents on how they can support their child's education at home. Monthly newsletters are sent home providing parents with parenting tips. Three parents are members of the site-based council. Input is given into the Title One School-wide Plan and the School's 5 year plan for reform. A parent resource library is available in the front office. Parent resources are purchased from funding provided by the Parental Involvement Committee.

Special Events:

Parents are encouraged be involved with their child's education through Book Fairs, Science Fairs, PTA nights, Open House, Grade Level Orientation Nights, Muffins with Mom, Donuts with Dad, and more...



Community Outreach Programs:

Community Programs support nonacademic areas to meet the needs of the whole child: Dental Program, Homeless Program, Mohave Mental Health, Parks and Recreation, Havasu for Youth, Cloth a Child Program, Interagency, and more...