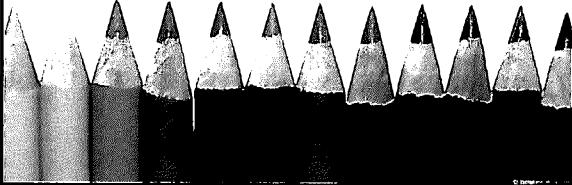


**Carthage R-9 School District
Carthage, Missouri**

**Ronna Patterson, Fairview Elementary School Principal
Sonia Resa, Columbian Elementary School Principal
Deborah Swarens, Assistant Superintendent for Instruction**




A Mission with Focus

The mission of the Carthage R-9 School District is to provide comprehensive educational experiences that will empower **all** students to become lifelong learners and productive, informed, responsible citizens who are able to meet the challenges of a rapidly changing society.

**Number and Percentage of Enrollment
by Subgroups**

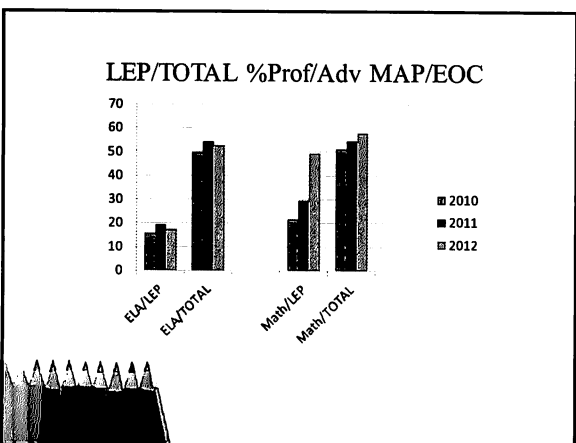
	2002		2013	
Enrollment	3,663		4,554	
Asian	(13)	.4	(16)	.3
Black	(75)	2.0	(101)	2.2
Hispanic	(392)	10.7	(1,412)	31.0
Indian	(28)	.8	(42)	.9
Caucasian	(3,155)	86.1	(2,881)	63.0
F/R	(1,524)	43.2	(2,731)	60.0



SCHOOL	Total Student Population as of 2/07/2013	Born Outside the US and ELL		Born Inside the US and ELL	
		ELL	% of total population	ELL	% of total population
Carthage High School	1286	53	4.14	98	8.21
Carthage Junior High School	632	24	3.80	95	15.03
Carthage Middle School	717	8	1.14	146	20.36
Columbian Elementary (K-4)	462	4	.87	200	43.29
Edwin Elementary (K-4)	436	0	0.00	163	37.38
Mark Twain Elementary (K-4)	284	3	1.06	67	23.59
Pleasant Valley Elementary (K-4)	146	0	0.00	12	8.22
Stensley Elementary (K-4)	486	4	0.82	55	11.32
TOTAL	4357	105	2.41	795	21.48

ACCESS for ELLs
English Language Proficiency Test
K-12 District Frequency Report 2012

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3 - Developing	100	11	108	12	156	17	342	38	104	12	342	38	164	18	251	28
4 - Expanding	122	14	140	16	123	14	242	27	205	23	237	26	185	21	312	35
5 - Bridging	112	13	141	16	287	32	40	4	335	37	79	9	266	30	140	16
6 - Proficient	151	17	350	41	22	2	7	1	141	16	20	2	103	12	33	4
Total Tested	895															



Other Notable Data...

- From 2011-12, the average graduation rate of our Hispanic students was 77.31% compared to 85.85% for the total graduating population.
- From 2010-12, the average drop out rate of our Hispanic students was 5.43% compared to 3.45% for the total graduating population.
- From 2010-12, the average attendance rate for our Hispanic students was 95.08% compared to 95.29% for our total student population.
- Our district is in Title III District Improvement Year 4 due to not meeting one of the three required AMAOs set by the state. (MAP/EOC achievement)
- Our district earned 95.7% of the possible points on this year's preliminary MSIP 5 APR.

Carthage R-9 Educational Programming

Professional Development

- World-Class Instructional Design and Assessment (WIDA)
- Collaboration
- Missouri Learning Standards
- No Excuses University (NEU)
- Sheltered Instruction Observation Protocol (SIOP)

Professional Development

World Class Instructional Design and Assessment (WIDA)

- Missouri Migrant English Language Learners PD
- Assessment – WAPT, ACCESS, MODEL
- Standards
- Can Do Descriptors
- LADDER

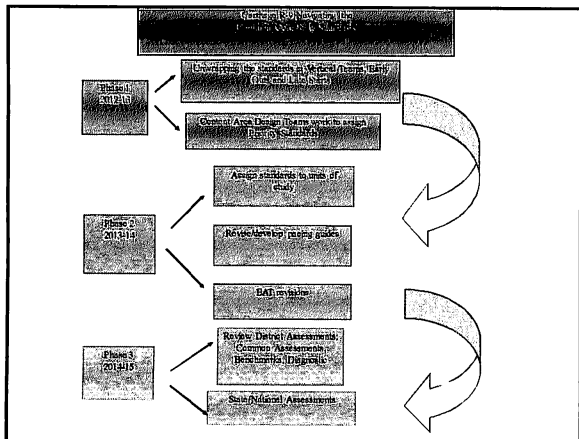


**Professional Development
Collaboration**

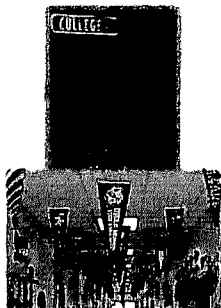
- Early dismissals once a month K-8
- Late start Fridays at HS
- Weekly literacy meetings led by Literacy Coaches K-6
- Daily team meetings by JH Core
- Vertical teams 2x a year
- Grade level and department meetings quarterly
- MyTigerSpot

**Professional Development
Missouri Learning Standards**

- K-12 Content Design Teams in ELA and MA
- Priority Standards
- Weekly/Monthly Grade Level and Department Training
- Out-of-District Training



Professional Development No Excuses University Network



- College readiness for all students
- District team to Summer Institute 2011
- Damen Lopez to Carthage October 2011& October 2012
- Application process begins for K-8
- 4 of 5 elementary buildings and one middle school accepted into Network as of January 2012
- Carthage High School is the second High School in Network preceded by Amarillo, TX.

Professional Development

The SIOP® Model *Shelter Instructional Observation Protocol*

- Established a Leadership Team composed of teachers from two buildings.



Professional Development

The SIOP® Model

- The Leadership Team met together and designed each of the professional development days.

Format Included:

- Teaching Days
- Collaboration Days
- Application with Math Curriculum



Professional Development
Sustaining the SIOP® Journey

- Cohorts of new staff members are created each year
- Videotaping SIOP lessons and posting on school websites
- Peer Observations



Professional Development
Sustaining the SIOP® Journey

**Focused on improving instruction for all students
by implementing the following eight components:**

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment



Carthage R-9 Educational Programming

Instruction

- LAU Plan
 - Co-Teaching
 - Pull out/Push in
 - Sheltered
- Measure of Developing English Language (MODEL)
- Literacy in Assessment and Data Designed for Effective Results (LADDER) Coach
- Response to Intervention (RTI)
 - Academic-3 Tiers with Language Assessment Committee
 - Behavior-3 Tiers with Carthage Behavior Model



- Transformers Club
- Before/After School Tutoring
- Title I Preschool

Carthage R-9 School District
710 Lyon Street
Carthage, Missouri 64836

Contact:
Phone: 417-359-7000
Fax: 417-359-7004

Back

Search for [] Results per page: 10 [v]
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P 6160 English Language Learner (ELL)/LAU Plan

It is the policy of the Carthage R-IX School District to provide equitable access for Limited English Proficient (LEP) students. ESL instruction will be provided for all students of limited English proficiency who qualify according to established District guidelines and as judged by the Language Assessment Committee. The legal basis for the program is the landmark U.S. Supreme Court decision, *Lau v Nichols*, 414 U.S. 562 (1974) and the Equal Educational Opportunities Act of 1974. The U.S. Supreme Court stated that school districts must take action to ensure that limited English proficient students are able to benefit from an education conducted in English. More specifically, the *Lau* decision states that a school district will:

1. Identify English Language Learners ("ELLs");
2. Design an effective program reflective of these needs;
3. Employ appropriate English as a Second Language or bilingual personnel;
4. Align the instruction of ELLs to state and local standards; and
5. Provide ongoing assessments to ascertain their growth in English language proficiency and in the comprehension of academic content.

LANGUAGE ASSESSMENT COMMITTEE ("LAC")


The LAC will be created at each school to coordinate and oversee the educational program of LEP students enrolled in the Carthage School District. It is the responsibility of the LAC to advise, identify, serve, assess, and eventually exit an ELL student from the language

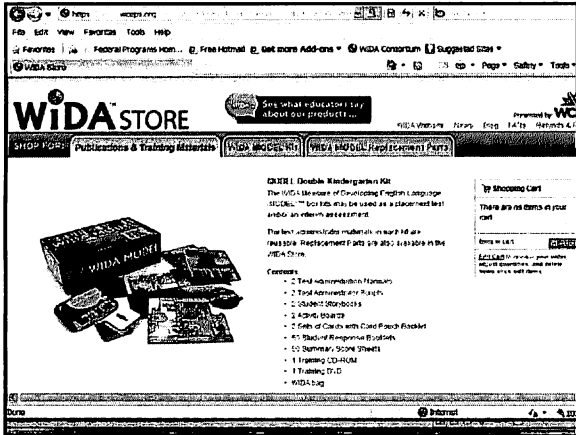
LAU Plan

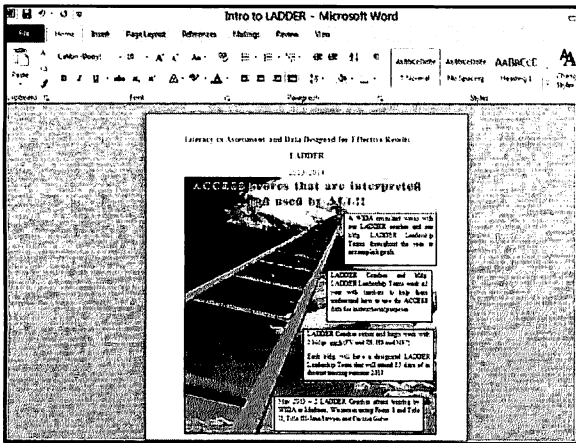
- Mainstream
- Co-Teaching
- Pull out/Push in
- Sheltered
- Structured Immersion
- Inclusion
- Study Skills

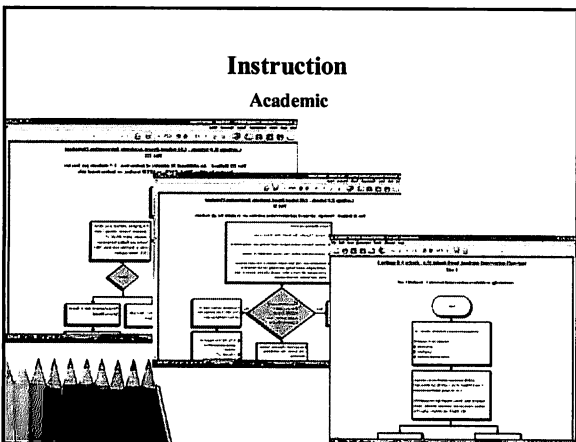
Instruction MODEL

The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.









Columbian Elementary Master Literacy Schedule 2012-13

Period	12/23/12	12/24/12	1/6/13	1/7/13	1/8/13	1/9/13	1/10/13	1/11/13	1/12/13	1/13/13	1/14/13	1/15/13	1/16/13	1/17/13	1/18/13	1/23/13	1/24/13	1/25/13	1/26/13
K	Reading Workshop	Comprehension Pkcs			Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
1	Reading Workshop	Comprehension Pkcs			Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
2	Reading Workshop	Comprehension Pkcs			Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
3	Reading Workshop	Comprehension Pkcs			Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
4	Reading Workshop	Comprehension Pkcs			Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics


Carthage Comprehensive Literacy Model Resources/Programs

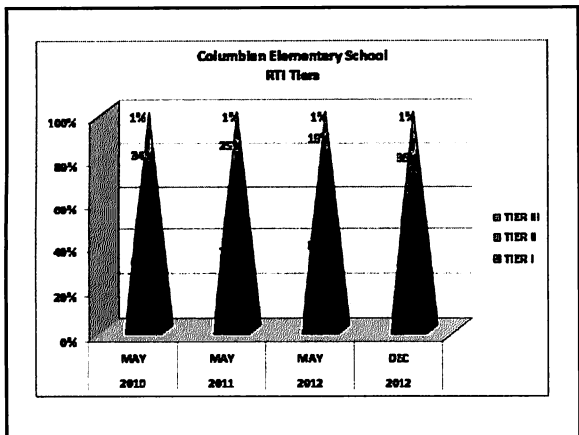
<p>Literacy Block - Tier 1 (All Students) Reading Workshop using UFLS, Poetry, Classroom Library, Collections, Mini-lessons, Reading A-Z, other literacy resources</p> <p>Address Cross-Curricular Integration, Reading, Content Reading, Conferencing</p>	<p>Tiger Time - Tier 2 (All Students) Depending on needs of student group the following may be used: Emphasis: Self-Management MAP Practice Activities, Independent Reading w/ Reading Coach, Writing Practice, Language for Learning, Language for Thinking, Oxford Picture Dictionary, Word Mapping, Handwriting, ELLIS, DORA www.dora.com, My 5-minutes for Tier 3 students</p> <p>All students of a Grade Level in Instructional Extension</p>	<p>Tier 3 (Relative Needs Students) Reading Practice, ELA packet, Site pullout, SPED pullout</p>	<p>Literacy Meetings exploring best practices, literacy strategies and resource data</p>
			All Teachers of a Specific Grade by all Literacy Coach

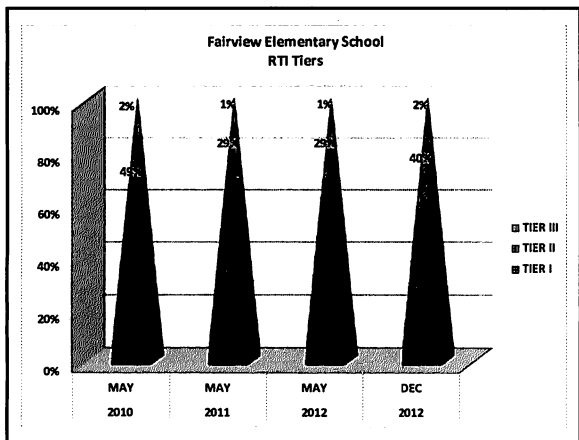
Instruction Language Assessment Committee

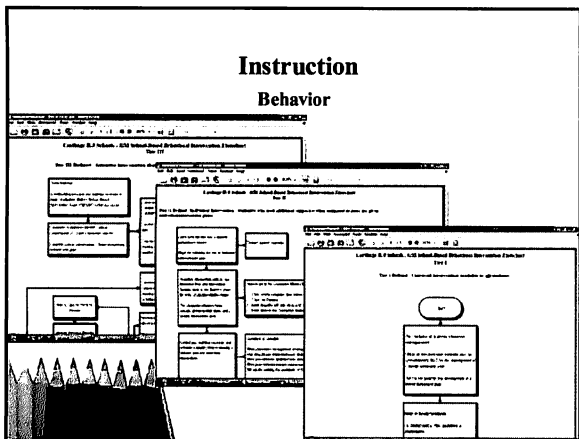
The LAC responsibilities will include the following:

- Review the Home Language Surveys and identify potential LEP students who have not already been identified through a special education screening or parent/teacher referral;
- Develop an appropriate and effective language support program that assures LEP students will achieve at a level equivalent to fluent English speaking students;
- Meet consistently to monitor a student's language and academic progress;
- Notify parent(s) or guardian(s) of all decisions regarding their child and their right to appeal their child's participation in any Title III supplemental ESL instruction;
- Recommend placement and program type for the next school year;
- Recommend modification of ESL support services or reclassification of a student from limited English proficiency to full English proficiency;
- Recommend revisions and additions to the Carthage R-IX Lau Plan.








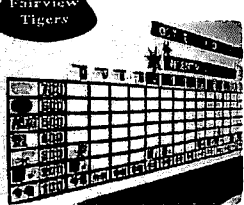


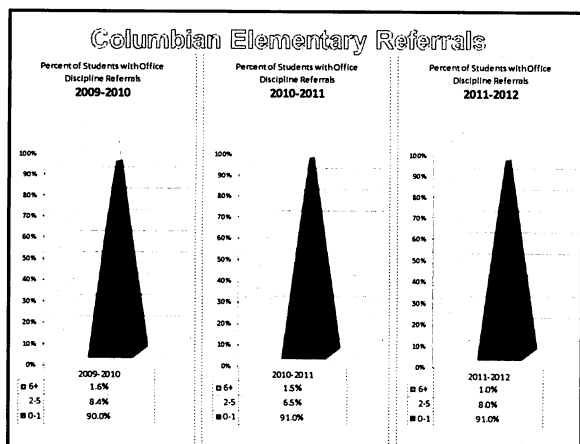
Instruction

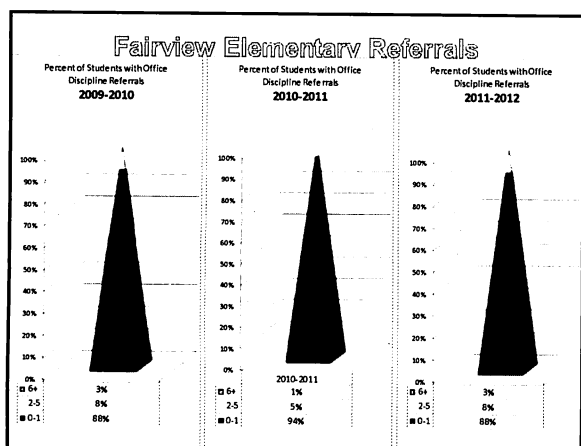
School wide-Positive Behavior Support

Three-Tiered System

- Social skills lessons for all students
- Small groups who are identified with similar social skills needs
- Graduation Matters* support including Behavior Intervention Plans for identified students






TIGERS
Transformers Club

Instruction

TIGERS
Transformers Club

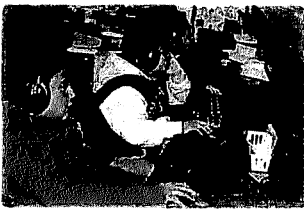
- Voluntary homework club
- Reading, writing and vocabulary
- Mathematics
- Assignments based on formative and summative assessments
- Materials and instructions in both English and Spanish
- Distributed monthly to 75% of enrollment (up 25% over last year!) Assembled by PADRES and community volunteers



Instruction

Before & After School Tutoring



- Students participate in the ELLIS program (English Language Learning Information System) and Rosetta Stone (Spanish and English)



Instruction

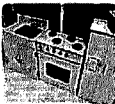

Before & After School Tutoring

- Students in tutoring also use Study Island, Reading Horizons, Education City, HelpMath, and Successmaker.



Instruction
Title I Pre-School

- Placement based on Dial 3
- 120 student capacity – 15 students per class
- 36% of students are ELLs
- Modified *Project Construct* with technology integration
- Sheltered Instruction
- Bilingual support staff
- Parent communication published in English/Spanish





Carthage R-9 Educational Programming
Parent Engagement

- Home/School Liaisons/Translators
- Hispanic Advisory Council
- Parents As Teachers
- Parent Nights
- Club Sabatino
- Parent Resource Room
- Adult English Classes

Parent Engagement
Home/School Liaisons/Translators

- Help with communication from the school to home and from home to school
- Serve on an Hispanic Advisory Board
- Assist at parent nights



Parent Engagement

Parents As Teachers (PAT)

- Screen children yearly, beginning at age 3 months
- Refer children to early intervention services
- Provide teen meetings for those parents that are 19 years or younger
- Provide group events for children and their parents
- Provide bilingual educators



Parent Engagement

Parent Nights

- Curriculum Night
- Grade Level Spotlight Nights
- Fun With Families Nights




Parent Engagement

Parents At School




Parent Engagement
Club Sabatino

- Monthly event for all ELL families
- Information about the public school system
- Parent engagement tips
- Community resources
- Cultural exchange
- Attendance: 33 per session



Parent Involvement
Parent Resource Room Fairview Elementary

- Lending library
- Rosetta Stone software
- PADRES –Tuesday a.m. work sessions
- Print and recorded materials
- Preschool material for check out



Parent Involvement
Adult English Classes

- Fairview Parent Resource Center hosts weekly session
- CASAS assessment – 40 hours of instruction
- Instructional resources: Oxford Picture Dictionary
- Active Enrollment: 20
- Program Goals: Computer skills, Citizenship, American History, Parents as Teachers, GED
- Student Goals: Basic Literacy Skills, Citizenship, Obtain a Job, Earn a GED

