

**County Line Elementary
Annual Report to the Public
2015-2016**

County Line Elementary welcomed the 2015-16 school year with two new staff members and several changes in teaching assignments. Katie Lynch was hired as music teacher and Janet Trusty as math facilitator. Assignment changes were made as follows: Randie McCoy, kindergarten; Kristal Jagers, 4th grade; Vicki White, 3rd grade; Kristi Robins, 2nd grade; and Sara Freeman, 1st grade. All teachers at County Line are Highly Qualified for the area they are assigned.

Enrollment at our school is presently at 236 students in grades K-6. This number actually reflects an increase of approximately 20 students from this time last year. In addition to these grades, the ABC Pre-K program, which is in its ninth year at the elementary, presently has 20 students enrolled, which is the maximum number of students eligible. Funding for this program is through an ABC grant.

The elementary strives to provide a safe and inviting environment for its students and has worked hard to receive grants with which to improve both the physical facilities and the learning environment. The school has received several grants to be used this year: a \$2700 Breakfast in the Classroom grant, which provides breakfast for kindergarten and first grade students who may eat in their classrooms to expedite learning time; a \$1000 OGE grant, which will provide supplies for lab purposes for fifth and sixth grade science classes; and a \$500 Delta Kappa Gamma grant, which will fund a fourth grade project in which students will visit a hands-on museum and then be coached to conduct a museum of their own for other students to visit.

Because the school realizes that parental involvement is very important to a student's school performance, County Line Elementary conducts several activities which involve parents with our students' education. The school has two scheduled Parent Teacher Conferences each year, although parents and teachers are encouraged to maintain regular contact. The school also schedules special events throughout the school year to invite parents to the school. Muffins for Mom, Donuts for Dad, Grandparents Day Lunch, Math/Literacy Family Night, and Open House are a few of the events the school routinely offers for parental involvement. Federal money was allocated to fund these activities. The school also supports a Parent Teacher Organization, which assists the school with several service projects and will help with fund raisers to support in areas of need. The school's Parent Involvement Plan is posted on the school's website and the plan has been sent home with students.

County Line School District is a Schoolwide Title I district. This Title I federal money allows the district to offer many services, materials and programs to all students. These services, which are above and beyond the requirements established by the state standards, along with services funded by other federal money are as follows:

- Title I funds will provide a Title I math and literacy coach, a teacher who assists part time in kindergarten with instruction, several software programs, a computer lab facilitator, parental involvement activities, after-school tutoring, materials and supplies to support literacy and math and a chrome lab with 25 chrome books.
- NSL funds are utilized to provide a portion of the elementary media specialist's salary, portions of salaries for three dyslexia interventionists and dyslexia materials.
- Federal funds under Title VI are used to support various technology needs in the district.

In addition, special education, speech therapy, occupational therapy, physical therapy, and school-based mental health services are provided by licensed professionals to identified students. The school is in compliance with all state and federal guidelines that pertain to these programs. Gifted and talented instruction is provided to identified students in fourth, fifth and sixth grades, and enrichment activities are offered to kindergarten, first, second and third grade students to enhance creativity and higher order thinking skills.

Other than these services, the school also uses technology to enhance learning. Purchased with Title I funds, the online Accelerated Reader program, which is used to check students' reading comprehension on books read for leisure and as part of class assignments, is still being used. The school also uses an online Star Reader/Star Math program to test students' reading and math levels. In addition, Morestarfall, a program to practice letter, sound and word recognition, Spelling City, Reading A-Z software program and IXL, a web-based math program for school and home, have also been renewed. Providing technology as well, the K-6 math book adoption includes an on-line subscription so that students can access the material at home for extra practice. Finally, the school added 25 chrome books and a cart to allow students more use with technology.

To comply with state law concerning dyslexia, the school also implemented Foundations and the Wilson Reading System this year to provide reading intervention and assessments to help determine if a student's reading problem could be related to dyslexia. This program consists of whole group, small group and one-to-one instruction, emphasizing fluent decoding and encoding skills. Based on phonological-coding research and Orton-Gillingham principles, the program directly and systematically teaches the structure of the English language.

To determine progress, teachers continue to use various formative tests, which allow them to assess student progress toward mastery of state mandated standards to prepare for the ITBS and ACT Aspire given in the spring. Teachers meet regularly to discuss and make the necessary adjustments to the curriculum and instruction based on student need and attend School Based Decision Making Team meetings at least once a month with the math/literacy facilitators and principal.

Although PARCC scores have not been received yet, the staff did analyze data in August from the ITBS, given to first and second graders, and reviewed data from the fifth grade science benchmark scores. After analyzing results from these tests, the staff used the data along with formative data from the previous year to determine what adjustments to instruction and curriculum were needed to close the achievement gap. The school was especially pleased with the fifth grade science scores, in which 93% of the students scored either proficient or advanced. In fact, for their performance on this test, the school received a "High-Achieving" award given by the Office of Education at the University of Arkansas, which made this award to the top scoring 25 schools in the state.

Presently, the school is awaiting test scores from PARCC, though the scores are not expected to be released until late November. At that time, teachers will review the scores to determine what adjustments to instruction may be needed.

With an attendance rate of 96%, the elementary met its goal for attendance. Even though grades 3-6 have not received their state mandated test scores, Academic Improvement Plans were developed for each student based on previous year's test scores, grades and teacher evaluations. Parents reviewed the plans at the first Parent Teacher Conference of the year, and the plans were signed by the parent, teacher, and principal. Documentation of student progress is made throughout the school year. Each student's progress is based upon the student's classroom work, observations, tests, state assessments, and other relevant information. Based upon the data mentioned, as well as parental concerns, the school retained two students in both kindergarten and first grade.