

**District: DILLON 04**

**1. Describe how this plan has been coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.**

Dillon School District Four will continue to coordinate efforts with other programs to provide the best instructional program for the children in this district. The district will consult with the First Steps Office, Adult Education, ESSA, Title II, Title III, Title V, and Title IX. The district will make available to each of the offices a copy of the Local Education Title I Plan. The Title I office will invite participants from these offices to the Annual Parenting and Springfest school meetings. A continuous effort will be made to promote coordination through the attendance of a countywide interagency monthly meeting. The agencies will be consulted on an "as needed" basis.

**2. Describe any high-quality student academic assessments, if any, to be used in addition\* to the academic assessments described in the state plan under section 1111(b)(3), that the local educational agency and schools served under this part will use –**

*(\*If additional assessments are indicated, they may only be used for the purpose of identifying more schools for school improvement, not reducing the number of schools identified.)*

**a. to determine the success of children served under this part in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards described in section 1111(b)(1)(D)(ii);**

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**b. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet state student achievement academic standards and do well in the local curriculum;**

Dillon School District Four will use the following to determine the success of students in meeting the State's student achievement academic performance. • Teacher-made Tests • State Benchmark Tests Reading/English Language Arts and Mathematics • Teacher observations • Measures of Academic Progress (MAP) Testing • Study Island • Fountas & Pinnell and Other district assessments. A summary of these assessments will be disseminated to teachers, students and parents. The district and schools will also assist in analyzing, teaching and learning in the classroom by providing instructional coaches, an instructional consultant, comprehensive remediation in after school programs, homework centers, summer school and by offering ongoing Professional Development for teachers and other instructional staff members.

**c. to determine what revisions are needed to projects under this part so that such children meet the state student academic achievement standards; and**

AdvandED, Schoolwide, School Renewal and Program Improvement Plans will be revised and adapted to address the needs of the students. The district will assist schools to revise curricula and develop more effective classroom assessments. These revisions will be made based on the comprehensive needs assessment of each school.

**d. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;**

• Screening Reading Assessment: The MAP Assessment is used to screen students who may be at-high risk and need further diagnosis of their instructional needs. The Placement Test (W-APT) and WIDA-ACCESS (Assessing Comprehension and Communication in English State-to-State for English Learners) are used for EL students. • Diagnostic Reading Assessment: The SRA Kit, Fountas & Pinnell, and W-APT are also used to diagnose strengths and weaknesses in reading. Based on these results, long range plans are developed as well as intervention strategies. Tests results are used as an integral part of the total assessment of students. ELA State Assessment results will be analyzed to identify students who are having difficulty reading. Other assessments will be analyzed and disseminated to classroom teachers. All students scoring below basic on the ELA State Assessment in reading will be screened by classroom teachers to determine reading level. Students are placed in special groups based on results from the State Assessment scores. • Classroom-Based Instructional Reading Assessment Results from all assessments, including classroom and other teacher made assessments, will be properly utilized to identify weaknesses and to develop strategies to address these weaknesses.