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TITLE [Baugo Community Schools Title III Project Overview and Program Brochure.]
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ABSTRACT

A project to remit reading and language deficiencies among community and primary (ages 4-9) pupils, over a three year period was conducted. Four population groups are included: pupils, parents, teachers and aides, and management. These populations comprise four project components: Preschool; K-3; Inservice; and management. Methods used with each group are described. (CK)

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**BAUGO COMMUNITY SCHOOLS
TITLE III PROJECT
OVERVIEW**

ED 070515

Having identified reading and language deficiencies among our community and primary (age 4-9) age pupils, the global objective of this project will be to re-mit those deficiencies over a three year period. This objective will be accomplished by dealing with four population groups: pupils; parents; teachers and aides; and management. The aforementioned populations comprise four project components: Pre-School; K-3; In-service; and management. Following is a brief component break-out of the project:

A. Pre-School Component

This component serves 50 four and five year olds (75% from the target population and 25% from model homes) who typically function poorly in the primary instructional setting resulting from deficiencies in general language development (expressive and receptive), perceptual- conceptual development and perceptual-motor development.

These 50 children are divided into two instructional groups, A.M. and P.M. The children are bussed to and from the rented church educational unit on Misha-waka Road. This component is staffed with one Master Teacher, two Instructional Aides, one half-time Home-School Cooperative Aide, plus efforts and advisements as offered by a speech therapist, a school nurse and volunteer parents. The instruction follows a needs assessment small group format. Behavioral objectives specify activities, conditions, and level of achievement for the learners. Learning grids track the learners through needs areas. Program objectives provide guidelines for the total component.

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B. K-3 Component

The K-3 component serves 130 Kindergarten, first, second and third grade students. Two sites (Harley Holben Elementary School and Jintown Elementary School) that were former classrooms utilize a multi-media (hard and soft ware), small group tutorial, diagnostic/prescriptive format to alleviate deficiencies in language and reading.

Each of the two Language-Reading-Learning Centers is an integral part of the Primary educational effort.

Each site is staffed with a Master Teacher and two Instructional Aides. The overall function and organization of the two centers is the effort of a Centers Manager. Instruction is based upon a needs assessment of each student as he is diagnosed in language and reading.

Students are scheduled daily into the centers for 30 minutes of intensified, success oriented instruction. Activities are based on the teach-test-reteach triad as they are initiated by behavioral objectives. These learner activities are determined by the Master Teacher as she determines instructional needs and strategies and coordinates the efforts of the two instructional aides. Assisting the Master Teacher and aides are skill banks that cover word attack skills, inferential and literal comprehension as well as language development. These skills are filed in a sequential taxonomized skill bank.

Pre test determines area weaknesses. Diagnostic test determines specific weaknesses within an area. As specific concepts are introduced, pursued and culminated assessments are made to determine directionality for the teacher, aides and learner.

C. In-service Component

The In-service component serves each population (teachers, aides, parents, and management) as an assist: a) in keeping people informed about the project and its component rationale and objectives.

- b) in orienting aides and teachers relative to total project.
- c) in training aides to function in their roles as instructional aides.
- d) in training aides and teachers in the use of special programs (Distar, Alpha I, Systems 80, etc.)
- e) in effecting parent seminars and "coffee clutches".
- f) in on-going curriculum development and designing effective instructional strategies for implementing project objectives.
- g) in opening communication between project personnel and home-room teachers.
- h) in the development of a taxonomy of skills, and the development of a guide of behavioral objectives in specific skills areas based on a hierarchy of skills.
- i) in acquiring specialist relative to Early Childhood Development for parent and instructor groups.

D. Management Component

The management component is the core of the total project. Operation and organization radiate from this component to the other components of the total project. This component is staffed by a full time Project Director, half-time Centers Manager, full time administrative secretary and a full time Centers secretary. Other personnel, although remaining independent of management operation and organization are an integral part of the management component. One full time on-site evaluator provides the evaluation design and the analysis technique and instrumentation for the 26 performance objectives that govern the project. The evaluator's efforts are supplemented by technical assistance as offered and contracted through Indiana University's Research Department formally called B.E.S.T. A project auditor provides directions relative to the total project and specifically to the governing objectives. A parent council group assists the total project in offering survey assistance, population needs information, directional advisement and consultation.

A project's officer housed in Washington, D. C. provides directionality to the management team.

Line and staff charts show the flow of responsibility of the total project personnel. Those personnel as indicated on the flow charts have role descriptions as specified in the project manual of operation. Personnel indirectly involved in management not having role descriptions are under contracted services. This, however, does not include the U.S. Office Project's Director.

Management is primarily involved in determining program, both offering directions for and causing implementation of program to occur, writing role descriptions and strengthening same as the need arises; evaluating key personnel and offering constructive criticism as a follow-up to evaluation; working harmoniously with project teachers and aides, building principals and homeroom teachers and aides to effect a continuum of communication relevant and vital to project and non-project educational goals; make intelligent decisions as directions are offered by Project's Officer, Evaluator, Auditor, Community Council, Supt. of Schools, teachers and aides; keep an appropriate and accurate accounting system of budgeting (proposed, estimated and supplementary); and making other management changes and adjustments as necessary to keep the project in pursuit of objectives.

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BAUGO COMMUNITY SCHOOLS TITLE III PROGRAMS

R.R. #3 ELKHART, INDIANA



Reading - Language
- Learning Centers

Diagnosis.
Prescription.
Assessment.
Instructional
Strategy



Global
and
Component
Objectives

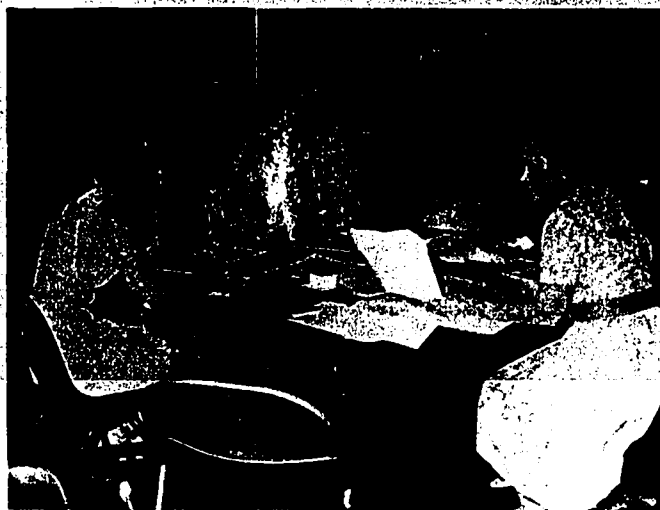
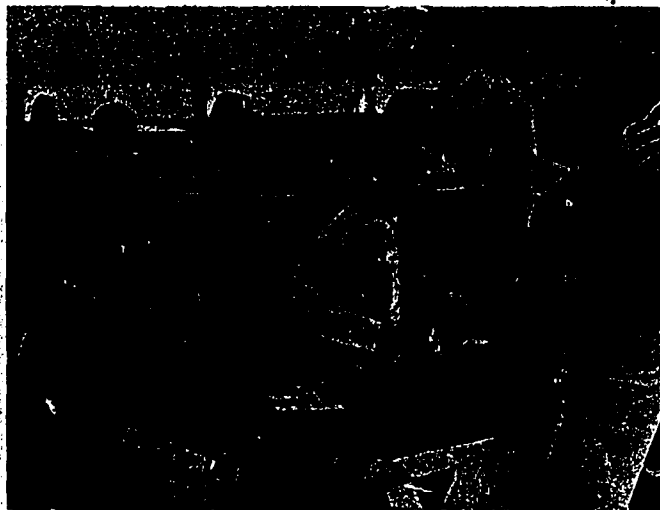
Parent
Community
Advisory
Council

Elementary
School
"Follow Through"
Activities

Needs
Assessment

The NEED

Having identified
Language and
Reading attributes
and deficiencies
among our pupil
population ages
4 - 9, the global
objective of this
project is to enrich
pupil talents and
remit deficiencies.



READING - LANGUAGE LEARNING CENTERS

feature...

Two systems organized
Reading - Learning
settings. Service to all
K-3 level pupils.
Instruction with weekly
Diagnosis, Prescription,
Treatment, & Assessment.
Differentiated staffing
with learning director
team leadership.

ALSO

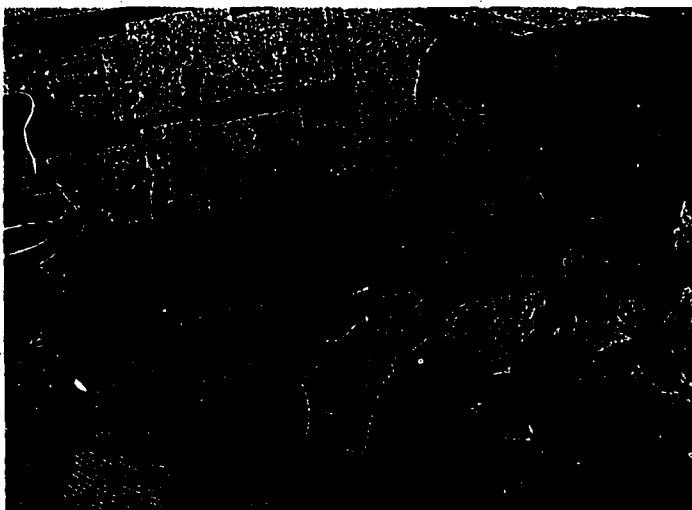
Multi Media
instructional materials
Machine program
technology
Small group tutorial
format
Skills hierarchy and
skills bank
Format pre and post
assessment of global,
component, and task
level objectives



**PRE-SCHOOL
PROGRAM features...**

Language Development
for 50 four year old
children. Expressive,
Receptive, and Social
Language Skills are part
of the daily curriculum.

Self image, general
concept building, and
perceptual-motor
development are also
categories of
instructional concern.



ALSO

Differentiated staffing

Learning director leadership

Multi media materials

Machine program technology

DISTAR language instruction

Formal pre and post
assessment of objectives

Tutoring of parents

Take home games for pupils

Volunteer Aides

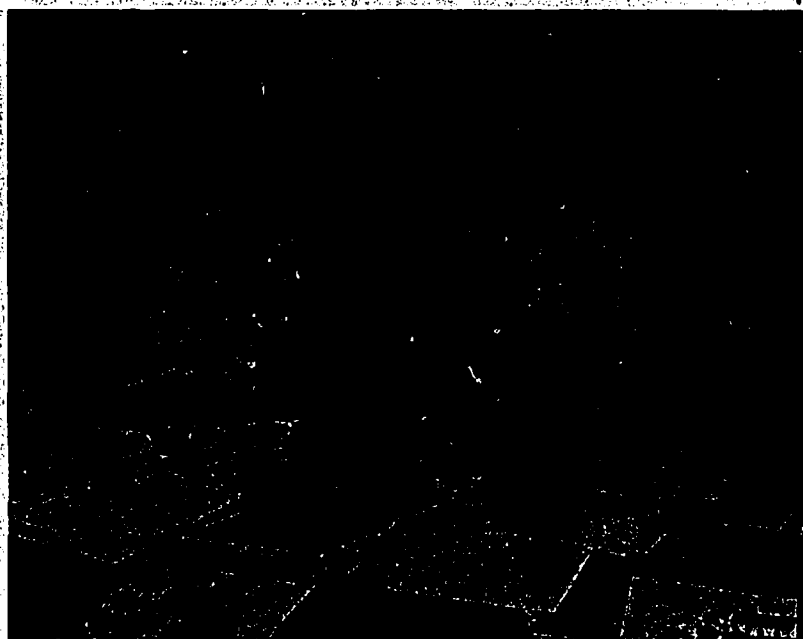
Free transportation

Food and health service

Regular "coffee gatherings"
in homes



**DAILY
PLANNING
for
LEARNING**



WHAT DOES THE FUTURE HOLD?

The Baugo Title III Federal Project will be funded for a period of three years if local, state, and federal evaluators believe that goals are being pursued and met. The Baugo School Board will decide what aspects or components of the project will be financed by L.E.A. money after June of 1974. Currently 14 full and part time employees serve approximately 450 children ages 4 - 9. Success, in terms of learning, to date can be attributed to devotion of staff to project objectives, talent and enthusiasm of Learning Directors, assistance of parent Advisory Council, management direction based upon constant evaluation of activities, and counsel from U.S.O.E. Projects officer Mr. Gene Engle.

PROJECT LEADERSHIP

Gerald Heindselman, Project Director
Randolph Wicker, Reading Consultant
Merrill Smith, On-Site Evaluator
JoAnn Barnes, Learning Director
Jeannette Martin, Learning Director
Betty Warner, Learning Director

Dr. R.L. Fatheree
■ Supt. of Schools