

Federal Programs Help In Duplin Schools

Three federal programs, math, reading and migrant, funded from two sources are offering supplemental reading and math help to a large number of students during the 1983-84 school year.

Duplin students have received the assistance of federal programs for the past 17 years. As the state phased in the kindergarten and Hunt reading programs in grades 1-3, Chapter 1 services were withdrawn and channeled into services for students in higher grades.

During 1978-79, the federal programs in the county extended into junior and senior high schools in the area of reading. During 1980-81, the federal program provided math services to qualified students in grades seven, eight and nine. This year, supplemental reading services are offered to those in grades 4-12 and math to students in grades 7-9. Migrant services are offered to students in grades K-8 in two schools.

In the elementary, junior and senior highs, reading lab teachers provide individualized instruction based on the needs, skills acquired, strengths, weaknesses, abilities and interests. This teacher in each lab bases instruction on each student's learning styles, motivation, rate of learning, self-discipline, degree of retention and prognosis for moving ahead in a specific area of instruction. Approximately 1,600 are being served in reading labs this year and about 400 are participating in math lab programs. As many as 50 are being assisted through the ECIA migrant program. The programs are implemented with the help of 36 2 1/2 teachers.

Director Anne P. Jackson plans, develops and administers the programs to meet the needs of the students. She plans and conducts surveys dealing with establishing economic need, education need and project need assessment. She is responsible for program evaluations, review, interpretation of data, interagency and intra school coordination.

Floryda J. Carlton, ECIA reading supervisor, provides leadership in the reading lab programs. She assists the director in administrative duties and preparing reports, evaluations and in-service training programs. She works with reading personnel in helping to supplement the reading program and works with the staff.

Both Mrs. Jackson and Mrs. Carlton assist with PAC meetings which are held four times during the school year. Through the teachers, the director and reading supervisor, parents may make suggestions in planning, implementation and evaluation of the programs.

Pat Byrd, ECIA migrant clerk, assists the director with the location and identification of migrant students. She works with principals and migrant teachers in each school to keep necessary forms and records up-to-date.

The four PAC meetings are training sessions. Through these, parents can become familiar with the set up of the lab, the materials and programs provided. This year they

can become familiar with the use of the computer in the junior high schools through demonstrations. Parents also learn to make use of materials they have at home to further enrich their children's education. Parents are given the opportunity to observe migrant activities and follow up with suggestions.

Approximately 700 students are participating in reading lab classes. There are 12 teachers who work with them. The labs are designed to provide diagnosis of needs and prescriptions for learning improvement. One or more diagnostic instruments are used to determine strengths and weaknesses in the reading process: informal reading inventories, the Fountain Valley support system, the Hoffman system approach to reading, the Copper-McGuire word analysis diagnostic test and the McGuire-Bumpus comprehension diagnostic test, and the EDL learning 100 placement and criterion-referenced tests. After diagnosis, students are assigned materials that will help them overcome their weaknesses.

In grades seven and eight, approximately 400 students are scheduled into the language arts labs from the language arts block. In most schools, this is a period of 1-1 1/2 hours. Students are scheduled on a daily basis to supplement and reinforce the regular reading program. Groups are alternated for a period of 35-45 minutes each day while the classroom teacher is working with the remaining students in the room. The language arts laboratory program is related to the regular program. It reinforces through individualized learning packets those skills being developed in the classroom and allows for students' flexibility.

In grades nine, ten, eleven and twelve, about 600 students attend reading labs. In two schools students go from the English class on alternating weekly basis and in one school students go during their study halls. At Wallace-Rose Hill High, they are scheduled into the reading lab as a separate class. Students attend the English class and reading lab. The English-reading lab program is related to the on-going class. It reinforces through individualized learning programs those skills being developed in the basal program and allows for student flexibility. Coordination efforts of both the classroom teacher and the reading teacher in individualized instruction receives major emphasis with the two teachers planning together.

Eight teachers (some part-time) serve about 400 students in the area of math in grades 7-9. Some are scheduled into the math lab on a rotational basis during their math class while some are from study hall. These receive the supplemental services for about 45 minutes per class. The teacher works with the students to help overcome any weaknesses in computational and/or conceptual math skill. Students are also acquainted with math terms and rationale as an introduction to high school math. The classroom teacher and the lab teacher work together as well as plan together. Through small group and individualized instruction each student has an opportunity to learn and develop in the area of math.

Computer assisted instruction is also being provided for both reading and math for students in grades 7-9. In some schools, the 15/15 split or split basal approach is being used in a few classes in grades 4-9.

The ECIA migrant program gives supplemental help to qualified migrant students in the areas of reading and math. About 40 students in two schools receive migrant services. The teachers work closely with the classroom teachers to assess the needs of each student. The migrant teachers use various programs, games, books and tapes to make learning more fun for the student. Approximately 23 additional students are being helped within the regular classroom by the classroom teacher in nine other Duplin schools.

Following is a listing of the personnel within each school and the ECIA Chapter 1 program within which they work:

B.F. Grady: Reading Lab teachers: Suzanne Landen (1/2) and Rachel Sandlin; Math Lab teacher: Suzanne Landen (1/2)

Beulaville Elementary: reading - Cynthia Carman, Jackie Humphrey; Math, Lauree James

Chinquapin I: reading - Jo Riley, Verleen Murray (1/2); math, Verleen Murray (1/2)

Kenansville Elementary: reading lab: Rose Hodges, Esther Robinson.

Kenansville Elementary: reading, Renee Capps.

North Duplin Elementary: reading: Rose Hodges, Esther Robinson.

Rose Hill-Magnolia Elementary: reading, Katherine Carr, Argie Wilson.

Wallace Elementary: reading, Mary Lanier, Catherine Short

Warsaw Elementary: reading, Joan Best, Sadie Faison

Charity Junior High: reading, Ellen Moody, Henrietta Hargrove; math, Edward Alderman.

E.E. Smith Junior High: reading, Deborah Grady; math, Joan McCullen

North Duplin Junior High: reading, Cecile Rackley; math, Brenda Ford

Warsaw Junior High: reading, Harriet Austin, Marie Smith; math, Cathy Lee, Faye Price.

East Duplin High: reading, Rosetta Moore, Martha Whitfield; math, Betty Whaley (1/2)

James Kenan High: reading, Mary A. Gibbs, Thomas Hodges.

North Duplin High: reading, Lessie Carr.

Wallace-Rose Hill High: reading, Carolyn Carr, Cora McAllister; math, Dorothy Carawan (1/2).

ECIA migrant program and personnel are a part of the following schools:

B.F. Grady: Marie Harper (1/5) and Gary Harper (1/2)

North Duplin Elementary: Owen Martin.

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NAACP Birthday Celebration

The Rev. Dr. Emmett C. Burns of Baltimore, Md. will be the principal speaker at the NAACP's birthday celebration on Sunday, Feb. 12th. The program will be held at the West Hill First Baptist Church in Warsaw at 3 p.m.

Dr. Burns is regional director of the Seventh NAACP Region, comprising Maryland, Virginia and Washington, D.C.

Dr. Burns is one of the foremost speakers in the United States, says R.E. Wilkins, chairman of the 1984 membership drive. The program will include popular area choirs and soloists and will close with reports of membership and finance. The public is invited.

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