

CALHOUN COUNTY SCHOOLS

**014 201 ARNOLDSBURG
SCHOOL**

POST OFFICE BOX 159

ARNOLDSBURG WV 25234

AllPlans Plan

Plan submitted: October 14, 2011

Located on Route 33/119 in Arnoldsburg in southern Calhoun County, you will find a larger than life #2 pencil, emblazoned with the words "Arnoldsburg School." The school was originally built in 1951 and has been remodeled and has had additions built since then to accommodate a growing population due to consolidation. It is nestled between forested hills and the West Fork of the Little Kanawha River, which borders the playground. The same usually gentle stream takes on a life of its own during flood season, causing occasional need to move materials, furniture, and supplies to higher ground.

We are a Pre-K through 4th grade school of 220 students. Our staff works diligently to ensure that all students receive an excellent education. This is accomplished through high quality instructional strategies, differentiated instruction, and continual professional development.

The staff at Arnoldsburg School consists of twenty teacher, one principal, five paraprofessionals, two cooks, one secretary, one full-time custodian, three part-time custodians, four foster grandparents, and contracted services for speech. In addition, we have a number of parent volunteers who maintain the library, playground equipment, and support various other projects. It takes all of these people to make our school run well, and we always miss any member of this "family" who has to leave us for any reason.

Arnoldsburg School is very much a community school. This is evident in the way that the small, local businesses frequently support our endeavors. We appreciate all that our community does for the education of the children who attend Arnoldsburg School.

Despite the high unemployment rate and low socio-economic status of Calhoun County, a bond renewal was passed in the spring of 2011 which, along with the SBA, will fund a new Arnoldsburg Elementary School. The projected move in date is August 2013.

Planning Committee

Name	Title	Representation
Amanda Morris	Academic Coach	*Other
Bonnie Sands	Instructional Technology Supervisor	*Technology
Charles Thomas	Teacher	*Teacher
Connie Summers	Teacher	*Teacher
Don Allen	Parent Rep LSIC	*Parent
Gina Freed	Teacher	*Teacher
Jackie Collins-Frail	Secretary	*Service Personnel
Janice Westfall	Community	*Other
Jeannie L. Wade	Principal	*Administration
Kelley Sampson	Teacher	*Teacher
Kristin Garretson	Teacher	*Teacher
Lorie Bailey	Parent Rep LSIC	*Parent
Melissa Moore	Teacher	*Teacher
Millie Arnold	Paraprofessional	*Service Personnel
Paula Boggs	Teacher	*Teacher
Renita Benson	Teacher	*Teacher
Shirley Chenoweth	Title 1	*Title I
Shirley Hupp	Teacher	*Teacher
Sonja Hartshorn	Teacher	*Special Education
Steve Boggs	Community	*Parent
Tami Allen	Title I	*Title I
Tammey Webb	Teacher	*Teacher

Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.

Arnoldsburg Elementary staff met on August 10-11, 2011, with the purpose of strategic planning and curriculum development. They met again on August 18, 2011 to review and analyze WESTEST 2 data. Staff broke into small groups to analyze third and fourth grade scores. "Bubble" students were identified using criteria presented by Betty Salvatore in 2008. Arnoldsburg Elementary met did not make AYP. The staff compiled a list of their findings as well as strategies to help improve student academic achievement.

Our Academic Coach along with Title I staff members further analyzed WESTEST 2 data and conducted additional assessments. This team continued to break down the data targeting specific CSO's in which the students were weakest. Upon further examination of WESTEST 2, DIBELS, QPS, and MAP data it was determined that our students were weakest in the math skills of number sense, measurement, geometry, and real world application/problem solving; and in the reading skills of comprehension strategies, word analysis, and characteristics of various genres.

Staff members met on August 10, 11, October 3, 14, 2011 to review and revise our current Strategic Plan. Approximately fifty percent of the faculty were present. An agenda, notes, and sign-in sheet were recorded by Mrs. Allen. The faculty and administrator reviewed the components of the plan-breaking into small groups to make revisions.

Mrs. Wade met with the PTO on August 2 and October 7, 2011, and the LSIC on August 11 and October 14, 2011, to encourage parental and community input on the plan.

Open House was held on August 18, 2011. Parents and community members were given the opportunity to view the plan and make suggestions for improvement. A brochure detailing the Mission, Core Beliefs, Goals and Planning Committee was distributed to those in attendance along with all staff members. Over 135 parents attended the Open House.

The Plan is available on the school's website for continual suggestions for improvement. The Faculty Senate Agenda will reflect a standing agenda item to discuss the Plan. The Strategic Plan Committee meets quarterly and reviews the plan using a monitoring worksheet. The Five Year Plan is a standing agenda item on the LSIC planning agenda. The Title I staff holds an annual parent workshop specifically designed to allow parents to view the plan and make suggestions. In the spring, the Title I staff hosts a Strategic Plan Meeting where parents are invited to make suggestions for the following year.

Core Beliefs

1. Teachers will remain current in the knowledge of their subject area and effective teaching practices resulting in a variety of effective learning experiences designed for the learning needs of all students. Teachers will also serve as positive role models and be leaders in their classrooms.
2. All students have the right to a safe environment in which they are treated with respect and equality and are responsible to treat others in the same way. They should come to school motivated to learn and assume ownership for their learning.
3. Parents/Guardians are responsible for sending their children to school ready to learn and for supporting and sustaining a partnership with the school.
4. Administrators should always have high expectations of staff and students while maintaining a safe school environment in which learning is the central focus.
5. Support staff members will interact with students, parents, and other staff in a collaborative, respectful manner; keeping the central focus of student learning as the top priority.
6. Community members play a vital role in supporting the mission of the school system.

Mission Statement

Arnoldsburg Elementary School is a place where the staff, parents, and community work together to provide students with a high quality education so they become literate, self-sufficient, and life-long learners who contribute positively to society.

Student Friendly Version:

Arnoldsburg Elementary School is a place where children and adults work together so we can become the best we can be.

Data Analysis

Key Outcome Indicators: Briefly describe the conclusion reached after examining trend information and benchmark assessments. Then, summarize the overall implications for the Five-Year Strategic Plan.

After examining our trend data from sources such as WESTEST and DIBELS, and MAP data, we discovered that student achievement in reading and math has slowly declined over the last couple of years. Of particular concern was the drop in scores after the administration of the first WESTEST 2 assessment. As a result, Arnoldsburg has adopted several strategies that are imbedded throughout our plan to address these concerns.

These strategies include the following: an increase in standards based instruction to improve higher level thinking; the implementation of Walk To Interventions to better address specific student weaknesses; the utilization of an Academic Coach; availability of after-school tutoring through the Heads Up program; the use of technology to better teach 21st Century skills and Teach 21; Fountas & Pinnell; in addition to reading, using Title I teachers to help with math; and increasing the number of instructional minutes in math. Professional development opportunities will also be made available to teachers to help them meet the needs of their students: Next Generation CSO's in Kindergarden; 2010 implementation of EnVisions & Investigations; December 2011 Kansas Writing refresher

After analyzing the data, it was determined that the focus in math achievement would target the following skills:

- numbers and operations - fractions, multiplication and division
- measurement - perimeter and time
- algebra - patterns and equivalent expressions
- geometry - manipulating polygons; symmetry; graphing/plotting
- data analysis and probability
- real world application/problem solving

In reading language arts, the focus will be on:

- comprehension strategies
- word analysis
- characteristics of various genres
- writing skills in order to prepare students for the online writing assessment and real world application

External Trend Data: Examine the trends in the community to determine external factors that affect student performance and broaden the committee's understanding of the trends that affect how students should be prepared for the future.

AES is a Title I school with approximately 63% of students being classified as low income, and 63% on free/reduced lunch. As

of August 2011, Calhoun County had an unemployment rate of 9.6%. Arnoldsburg understands that many of our students come from disadvantaged homes. Therefore, we continue to partner with various programs and agencies to provide important information and services to students and their families: PERC, School-Based Health Services, Red Hat Society, Angel Tree, Glenville State College, 4-H, Girl Scouts, WVU Extension Service, Health and Safety Fair, Dental program, Heartwood, Master's Bouquet, Appalachian Council HeadStart, St. Jude, Scholastic, and Calhoun County Banks - Arnoldsburg Branch.

Student Achievement Data: The core of the Five-Year Strategic Plan is the establishment of the strategic five-year goals. By Policy, these goals must focus on improved student achievement. Thus, careful study of school system achievement trends is essential to broaden the committee's understanding. Items to review may include WESTEST reports, writing assessment, end of course exams, ACT Plan ACT Explore, SAT and ACT.

Arnoldsburg understands that in order for our students to be successful on the rigorous WESTEST 2 and ultimately to compete in the 21st century workplace, students will have to be engaged in 21st century classrooms. This will be evidenced in the use of technology, standards based instruction, and higher level thinking skills.

We are proud of the fact that we have made AYP the last six of seven years. We also recognize that our overall proficient percentage on the WESTEST 2 has dropped to 24% in reading and to 35% in math. One factor in this decline is the increase in the number of higher level questions on the WESTEST 2. When interpreting the scores, the rigor and relevance had to be considered. As a result, action steps will be put in place to address higher level thinking skills.

In the fall of 2011, AES began using DIBELS Next as an assessment tool for literacy skills. The data from the first benchmark shows that 52% of our students in grades kindergarten through fourth scored at the level of core support, meaning th they met or exceeded the overall goal set by DIBELS.

The data from our fall 2011 MAP assessment shows that in grades 1 through 4 an average of 60% of the students were proficient in reading and an average of 64% of the students were proficient in math.

We also know that school climate can be linked to student achievement. It is our goal to promote a positive, safe, and orderly climate by implementing strategies that will make our school the best possible place to learn.

Directly tied to our above mentioned academic concerns are our strategic five-year goals which reflect our continued desire to improve student achievement.

Other Student Outcomes: In this section of the data analysis, members review data about other student outcomes such as attendance, discipline reports, college attendance rate, LEP and dropout rates. Analyzing this information and determining the roots causes will broaden the committee's understanding of the outcomes that have a direct impact on achievement.

Arnoldsburg has a 97% attendance rate. Our total enrollment has declined to 220 with an average class size of 220 students. In the past, we have seen a decline in numbers: 226 in 2006, 234 in 2007, 221 in 2008, and 218 in 2009. The graduation rate for Calhoun County

High School is 87%. Arnoldsburg recognizes that it is important to instill a value of education at an early age. We continue to implement positive behavior reinforcement strategies such as Conscious Discipline and our BEES behavior rewards program. In addition, motivational assemblies and Academic/Attendance Awards assemblies are held throughout the year.

Analysis of Culture, Conditions and Practices: The data sources summarized in this section relate to monitoring reports, questionnaires or observations completed by staff or external evaluators. These sources describe the overall culture, conditions and practices that exist in the school system. Results of classroom walk throughs, highly qualified teacher data for the district and schools and the Digital Divide report should be part of this section.

Each year, teachers, parents, and students complete culture surveys. The results indicate that Arnoldsburg has a collaborative culture. This is evidenced by a 100% return rate of our Parent-School Compacts, 100% of returned parent surveys stating they were satisfied with their child's school, and 97% of returned surveys stating that our school provides effective programs to help children of all abilities to do well. In addition, our latest Title I Monitoring Report highly commends Arnoldsburg for its parent involvement.

Calhoun County Schools understands that in order for students to achieve, teachers must be highly qualified. Arnoldsburg staff is composed of 100% highly qualified teachers. Tuition reimbursement is made available in high needs areas, and professional development is offered regularly throughout the year. Arnoldsburg has made AYP for the past six of seven years (2004-2011).

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

OEPA Analysis

Prioritized Strategic Issues

Prioritized Strategic Issues

Continue Research Based Instructional Strategies and Professional Development opportunities that provide staff with tools and information that relate to specific strategic goals.

The staff at Arnoldsburg Elementary will continue to strive to increase student achievement through avenues of professional development, technology, parental/community involvement, and 21st Century CSO's and skills focusing on:

1. Standards based instruction as documented in lesson plans, walk throughs, and checklists to ensure 21st Century CSO Learning skills are implemented.
2. Implementation of Intervention Programs utilizing assessment data and staff development.
3. Incorporate technology to enhance student learning: WV Writes, Type to Learn, Whiteboards, TechSteps, mobile labs, stationary lab,

classroom workstations, CPS responders, Pearson Success E-tools for math and science instruction.

1. Create 21st Century Classrooms

1.O.1 Increase standards based instruction and utilize technology for formative assessments.

1.O.2 Increase the amount of project based learning experiences.

1.O.3 Increase differentiated instruction in order to meet the learning styles and needs of all students.

1.O.4 To ensure that the school has an adequate infrastructure to provide for 21st century instruction and assessment

1.

School Year	Student to computer ratio (Windows XP and above)	State Target Elementary (K-5) – 3:1 Secondary (6-12) - 2:1 Long term target: 1:1
2009-2010	2:1 - Met	3:1
2010-2011	Maintain	
2011-2012	Maintain	
2012-2013	Maintain	

As measured by:

[2008 Student to Computer Ratio](#)(based on XP and above and 10/09 survey)

[Student to Computer Ratio Reports](#)

<http://wvde.state.wv.us/technology/techplan/index.php>

Example K-5 objective

Objective:

To ensure that all students are technology literate in _____ School

School Year	YTD Average Projects K	YTD Average Projects 1st	YTD Average Projects 2nd	YTD Average Projects 3rd	YTD Average Projects 4th
2009-2010	Actual: 4 Target: 6	Actual: 6 Target: 6	Actual: 3 Target: 6	Actual: 3 Target: 6	Actual: 3 Target: 6

2010-2011	Actual: 5.2 Target: 6	Actual: 5.8 Target: 6	Actual: 5.2 Target: 6	Actual: 4.8 Target: 6	Actual: 4.6 Target: 6
2011-2012	Actual: Target: 6				
2012-2013	Actual: Target: 6				

Actual numbers of projects may be found by logging into <http://www.techSteps.com>

As measured by: techAttain: School summary reports

1.A.1. Classroom teachers will provide differentiated instruction through online textbooks, learning centers, small group instruction, and Walk To Interventions.

Core Plan

1.A.2. Teachers will use TechSteps to help students master 21st Century technology skills.

Core Plan Technology

1.A.3. In order to meet the needs of students who are achieving their instructional goals, enhancement opportunities will be provided during Walk To Interventions.

Core Plan

1.A.4. Title I teachers, Special Education teachers, and the Academic Coach will work in conjunction with classroom teachers to provide differentiated instruction through small group instruction during inclusion, pull-outs, and Walk-To Interventions.

Core Plan Title I Special Education

1.A.5. The principal will increase the number of Walk Throughs and SBI observations.

Core Plan

1.A.6. This goal will be reviewed at the quarterly LSIC meetings.

Parental Involvement

1.A.7. MAP Scores will be correlated to Odyssey lessons.

Technology

TECH/01:

Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.

Technology

- AES will utilize the 25 station computer lab (Windows XP installed 07SY) in addition to classroom student stations (2-4 student stations per classroom with wireless Internet connectivity).
- Each teacher will use a ceiling mounted data projector, Interactive whiteboard and laptop computers.
- Utilization of a 25 station mobile lab.
- Utilization of a 20 station Netbook mobile lab.
- Utilization of 4 sets of Classroom Performance Student Responders, 4 sets of MobiView Presenters, and Mobile Presenters
- Utilize the county's Instructional Technology Supervisor to keep technology in working condition and for training.

TECH/02:

Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Core Plan Title I Technology

- Emphasize use of Odyssey, Online Harcourt, Online Informal Math assessment, Pearson SuccessNet, WorkSpace, ExamView, EasiTeach, Neumonics, and DIBELS
- Integration of Tech Steps, Teach 21, Thinkfinity, Discovery Health, and United Streaming within curriculum.
- Implement the online testing through NWEA's Measures of Academic Progress with data analysis and Walk-to-Intervention grouping directed by the Academic Coach.

TECH/03:

Ensure that the use of telecommunications and internal connections in the schools will enhance learning.

Title I Technology

- AES will utilize tools and equipment such as email, videoconference, wikis, and blogs to allow teachers to communicate/collaborate with their peers inside and outside of our facility through our T1 line and wireless connections.
- AES website/Edline development will allow students/parents, and teachers access to the assignment page.
- The Instructional Technology Supervisor and Technology Integration Specialist will provide support for teachers and students to continue to have access to instructional programs such as Odyssey, Harcourt, Acuity, WV Writes, Type to Learn, TechSteps, etc.
- Increase broadband as it becomes available.

TECH/04:

Provide increased access for students and teachers to 21st century tools and resources.

Core Plan Technology

- Promote the use of videoconferencing. Explore educational IP addresses.
- Increase access to computer lab and internet available computers via mobile labs
- Update student stations in classrooms
- Implement the use of Mobile Presenters, MobiView Presenters, student responders and interactive whiteboards.
- Will provide new/updated laptops for teachers with out-of-date warranties.

TECH/05:

Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources.

Title I Technology

- Utilize webinar/webcast technology to deliver instruction and professional development not otherwise available through traditional means.
- Explore potential videoconference IP addresses for educational instruction.

TECH/06:

Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.

Core Plan Title I Technology Parental Involvement

- Provide technology training to parents.
- Support Parent/Community involvement through access to student assignments through Edline.
- Encourage communication between teachers and parents through email and parent access to Edline.

TECH/07:

Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources.

Title I Technology

- Provide Professional Development in interactive whiteboard use, Odyssey, Tech Steps, WV Writes, Thinkfinity, Acuity, MobiView Presenters, Classroom Performance Student Responders, ExamView, WorkSpace

TECH/08:

Maintain and repair all 21st century tools and internal connections.

Title I Technology

- Utilize County online work order system through Google Docs for maintenance and repair.
- Collaborate with Instructional Technology Supervisor and Technology Integration Specialist.
- Online communication log with Instructional Technology Supervisor.

2. Create a safe, orderly climate conducive to learning.

2.O.1. Maintain a positive atmosphere by implementing strategies that promote respect and student responsibility.

2.O.2. Maintain parent involvement to help create a positive school climate.

2.O.3. Decrease the number of unexcused absences.

2.A.1. AES will promote Parent Involvement.

Core Plan Title I Parental Involvement

- AES will actively work with the PTO to provide students with a variety of enrichment activities.
- Title I will provide staff with Parent Involvement training through Faculty Senate meetings and the use of the PERC.
- Title I will make use of parent volunteers through a variety of activities including Book Fairs, Read to Me Day, Listening to students read, etc.
- Title I will coordinate Parent Workshops, Open House, and Preschool Transition Day.
- Parents and community members will participate on the LSIC.
- Parents and community members will be invited to make suggestions on improving the 5 Year Strategic Plan.
- Teachers will conduct Parent Teacher Conferences.
- Edline, the school web site, and the monthly school newsletter will include important school information to parents and community members.
- A Family Service Worker will conduct monthly parent workshop/meetings to assist preschool families.
- PERC will provide monthly playdates for three year olds with the goal of transitioning them into preschool.

2.A.2. AES staff will participate in PLC's where they will formulate strategies for improving school climate.

Core Plan

2.A.3. AES staff will continue to use the BEES positive reinforcement and reward system.

Core Plan

2.A.4. The PERC will provide AES staff with support in Conscious Discipline and John Rosemond's strategies so they can be utilized in classrooms.

Title I Parental Involvement

2.A.5. AES will promote character education through our school counselor and monthly character buzz words.

2.A.6. Students will participate in morning celebrations and assemblies that promote positive behavior and character development.

- Students will have the opportunity to receive the Principal's Achievement and Attendance Awards during assemblies held throughout the year.
- Students will recite the school's student friendly mission statement.
- Students will be given test taking tips.

2.A.7. The PERC will work with Title I teachers to provide training to parents on student achievement.

Core Plan Title I Parental Involvement

2.A.8. This goal will be reviewed at the quarterly LSIC meetings.

Core Plan Parental Involvement

3. Improve student academic achievement in math.

3.O.1. Increase student achievement in the following math skills:

- numbers and operations - fractions, multiplication and division
- measurement - perimeter and time
- algebra - patterns and equivalent expressions
- geometry - manipulating polygons; symmetry; graphing/plotting
- data analysis and probability
- real world application/problem solving

3.O.2. Increase standards based instruction in math.

3.O.3. Increase the use of assessment data to guide instruction.

3.O.4. Increase the use of available technology to assist in meeting instructional goals.

3.A.01. Teachers will use programs such as TechSteps, Odyssey, Pearson Success E-Tools, Harcourt Online, Teach 21, Discovery Education/United Streaming, and Thinkfinity to improve student achievement.

Core Plan Technology

3.A.02. The Principal will conduct Achievement/Honor Roll Assemblies throughout the year.

3.A.03. The Academic Coach will collect and analyze data gathered from MAP, DIBELS, and WESTEST 2.

Core Plan

3.A.04. Grade Level (IIT) Meetings will be held so classroom teachers, Title I teachers, and the Academic Coach can discuss student achievement.

Core Plan Title I

3.A.05. Math tutoring will be available after school during Study Zone and Heads Up.

Core Plan

3.A.06. Teachers will increase the use of math manipulatives.

3.A.07. Title I will send home a parent survey to receive parental feedback regarding student achievement.

Core Plan Title I Parental Involvement

3.A.08. Title I will provide support to teachers in math instruction.

Core Plan Title I

3.A.09. The amount of time for math instruction will be increased.

Core Plan

3.A.10. This goal will be reviewed at the quarterly LSIC meetings.

Core Plan Parental Involvement

4. Improve student academic achievement in reading language arts.

4.O.1. Increase student achievement in the five components of reading.

4.O.2. Increase the use of standards based instruction in reading language arts.

4.O.3. Increase the use of assessment data to guide instruction.

4.O.4. Increase the use of available technology to assist in meeting instructional goals.

4.O.5. Increase students' independent reading.

4.A.01. AES will follow the support for personal learning model of reading instruction by implementing "Walk To" Interventions and Enrichments.

Core Plan Title I

- Title I teachers will provide interventions through small group instruction during Walk To sessions.
- Students who are meeting their academic goals will be provided with enrichment opportunities during Walk To Interventions.

4.A.02. AES will utilize the availability of the Academic Coach to assist teachers with reading instruction, compile data, and facilitate SAT and IIT Meetings.

Core Plan

4.A.03. AES will utilize volunteers to read to students and listen to students read.

Parental Involvement

4.A.04. After school tutoring in reading will be provided during Study Zone, Heads Up, and Summer School.

Core Plan

4.A.05. Grade Level (IIT) meetings will be held so classroom teachers, Title I teachers, and the Academic Coach can discuss student achievement.

Core Plan Title I

4.A.06. Teachers will provide explicit instruction on the five components of reading using a variety of research based strategies and methods.

4.A.07. Teachers will use programs such as TechSteps, Odyssey, Harcourt Online, Thinkfinity, United Streaming, and Teach 21 to support reading instruction.

Core Plan Technology

4.A.08. Teachers will utilize writing across the curriculum.

Core Plan

4.A.09. The Principal will conduct Achievement/Honor Roll Assemblies throughout the year.

4.A.10 Title I teachers will support instruction in reading and writing by working with small groups in classrooms using the Leveled Literacy Intervention and out of classrooms using research based strategies and materials.

Core Plan Title I

4.A.11. WV Writes, Kansas Writing, and Odyssey Writer will be available to assist teachers in writing instruction.

4.A.12. Title I will send home a parent survey to receive parental feedback regarding student achievement.

Core Plan Title I Parental Involvement

4.A.13. As part of our Pre-K transition, Title I will send home a summer skills book in order for Pre-K students to practice what they have learned during the school year and prepare for kindergarten.

Parental Involvement

4.A.14. This goal will be reviewed at quarterly LSIC meetings.

Core Plan Parental Involvement

4.A.15. AES will implement a take-home reading incentive program which involves parental participation.

Core Plan Title I Parental Involvement

Beginning Date	Ending Date	Other Date	Related Goal(s)	Topic	Audience	Mode	Funding Source(s)	Local Use
Jun 14, 2011	Jun 14, 2011		Create 21st Century classrooms; Increase student academic achievement in RLA and math	Tech Tools and Resources	Classroom teachers	District staff		
Jun 15, 2011	Jun 15, 2011		Create 21st Century classrooms	21st Cent LS&TT/techSteps	Classroom teachers	District staff		
Jun 16, 2011	Jun 16, 2011		Increase student academic achievement in RLA and math	Benchmark Testing/Data Analysis/Instructional Plans & Trackers	Classroom Teachers	District staff/peer collaboration		
Aug 15, 2011	Aug 15, 2011		Increase student academic achievement in reading language arts and math.	Kindergarten Institute	Kindergarten and Title I teachers	Teacher led		
Aug 16, 2011	Aug 16, 2011		Increase student academic achievement in reading language arts.	Strategic teaching/literacy K-4	classroom teachers	trainer led (RESA)		
Aug 17, 2011	Aug 17, 2011		Increase academic achievement in reading language arts.	Dibels Next	Kindergarten - 4th grade teachers	trainer led		
Aug 18, 2011	Aug 18, 2011		Increase academic achievement in reading language arts and math.	WESTEST 2 & PP Review	K-4 teachers	Small Group Collaboration		
Aug 27, 2011	Sep 03, 2011		Create 21st Century Classrooms	Technology Resources for Social Studies	Classroom Teachers/Social Studies	Trainer Led		
Sep 10, 2011	Sep 10, 2011		Create a safe, orderly climate conducive to learning	Classroom Management	Classroom Teachers	Trainer Led		
Sep 12, 2011	Sep 14, 2011		Increase student academic achievement in RLA	Leveled Literacy Intervention	Title I staff	Trainer led	Title I	
Oct 03, 2011	Oct 03, 2011		Math and Technology	Analyze Math and Technology Best Practices	All Staff	Collaboration		
Oct 14, 2011	Oct 14, 2011		Create a safe, orderly environment conducive to learning	Parent Involvement	All staff	PERC led		
Nov 16, 2011	Nov 16, 2011		Increase student academic achievement in RLA	Guided Reading	Classroom teachers	AES staff		
Nov 17, 2011	Nov 18, 2011		Increase student academic achievement in RLA	Reading strategies	Title I staff	trainer led		
Dec 05, 2011	Dec 07, 2011		Increase student academic achievement in RLA	Leveled Literacy Intervention	Title I staff	Trainer Led	Title I	
Dec 15, 2011	Dec 15, 2011		Increase student academic achievement in RLA	Kansas Writing	K-4 Teachers	Trainer led	Title I	

Title I Schoolwide

1a. Provide instruction by highly qualified teachers

List the name, job assignment {including grade level and subject(s)}, and certification/qualifications for

- all

teachers and paraprofessionals/aides in the school.

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
Melissa Moore	Preschool	P-6
Renita Benson	Kindergarten	N-6 RR K-12 SS 4-8 LA 4-8
Kristin Garretson	Kindergarten	K-6 PK-K SS 5-9
Shirley Hupp	First Grade	K-8 ADM PSH PK-K VIK -12
Charles Thomas	First Grade	1-8 MCE
Connie Summers	Second Grade	K-8 Math thru A1 BD K-12 LD K-12 MI K-12
Tammey Webb	Second Grade	N-8 Reading Spec. K-12 MCE
Samantha Starcher	Third Grade	Math 5-9 (A1) K-6
Paula Boggs	Third Grade	PSH P-8
Gina Freed	Fourth Grade	1-6 MI K-12 LD K-12
Kelley Sampson	Fourth Grade	Multi Cat LD BD MI K-6 PK-K
Sonja Hartshorn	Special Education	K-6 Multi Cat K-6 Gifted Ed (permit)
Norma Wagoner	ITN - Special Education	LD K-12 MI K-12 BD K-12
	ITN - Gifted	
John Bugby	ITN - Music	Music P-12
Scottie Westfall	Physical Education/Health	H&PE 1-12 Safety
Shirley Chenoweth	Title I K-4 Math and Reading	1-8 Reading Spec. K-12 MI K-12 LD K-12 MCE
Tami Allen	Title I K-4 Math and Reading	K-6 Reading Spec. PK - Adult
Amanda Morris	Academic Coach	K-6 Reading K-6
Millie Arnold	K Paraprofessional	Paraprofessional Certificate
Shelly Mace	K Paraprofessional	Paraprofessional Certificate
Shirley Naylor	PK Paraprofessional	Paraprofessional Certificate, Community Programs

1b. Highly Qualified Teachers: Describe the strategies utilized by the *school* to attract and retain highly qualified teachers.

Explain

- **how**

the school will ensure highly qualified professional staff are employed in a manner that best enhances the schoolwide plan. What is the principal's involvement in the hiring process?

Describe the strategies utilized by the school to attract and retain highly qualified teachers (e.g., hiring incentives, collaborative teams, mentoring program etc.)

Mentoring is provided for new teachers.

A laptop is provided for each teacher.

Tuition reimbursement for high needs areas.

State-of-the-art technology (i.e. Intelliboard in each classroom, mobile computer labs, stationary computer lab, student computers in every classroom)

Teacher training is provided: For example: Technology, Instructional Strategies, Parent Involvement, RTI

Research-based Professional Development is offered throughout the year.

Support of an Academic Coach

Support of the Parent Educator Resource Center

2. Staff utilization: List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization
	Title I Reading K-4	Mrs. Allen will provide push in and pull out support in reading, math, and writing. She will also provide Tier 2 small group instruction during Walk To Intervention times and Tier 3 interventions as needed. Mrs. Allen will use the Fountas and Pinnell Leveled

Tami Allen	Writing 3-4 Math 3-4	Literacy Intervention with students who exhibit deficiencies in reading. Instruction and selected students are based on assessment results: DIBELS, WESTEST 2, Writing Assessment, MAP, QPS. Mrs. Allen will assist in the administration and analyzation of assessments.
Shirley Chenoweth	Title I Reading K-4 Math K-2	Mrs. Chenoweth will provide push in and pull out support in reading and math. She will also provide Tier 2 small group instruction during Walk To Intervention times and Tier 3 interventions as needed. Mrs. Chenoweth will use the Fountas and Pinnell Leveled Literacy Intervention with students who exhibit deficiencies in reading. Instruction and selected students are based on assessment results: DIBELS, WESTEST 2, Writing Assessment, MAP, QPS. Mrs. Chenoweth will assist in the administration and analyzation of assessments.

3. Program Overview: Provide a description of how the school will implement a program that addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards. Include plans for extended time.

The Title I plan for the 2011-2012 school year reflects variety and flexibility needed to meet the unique demands of the school. Based on the results of a variety of assessments, Title I teachers will work with the Academic Coach, special education teachers, and classroom teachers to target specific weaknesses of the students. Assessments used may include Leveled Literacy Intervention, WESTEST 2, Writing Assessment, DIBELS, QPS, MAP, and teacher observations.

Students exhibiting deficiencies will be given an individualized learning plan, where their progress is documented. The students' progress will be discussed during IIT and SAT meetings, and any necessary changes to the plan will be made.

Title I teachers will provide push in and pull out support in the areas of reading, math, and writing. They, along with special education teachers, will also provide thirty minute sessions of Tier 2 instruction with small groups of students on reading and math skills during scheduled intervention times. A variety of materials and research based instructional strategies, including IPAP, LLI, and Odyssey will be used during Tier 2 instruction to meet the diverse needs of the students.

Title I teachers, special education teachers, classroom teachers, and the Academic Coach will meet monthly to discuss and document the progress of students. Students who are not making adequate progress will be referred to the SAT process and possibly a Tier 3 intervention. Interventionists will use extra research-based resources to provide the Tier 3 instruction in reading and math.

An after school program is also available to help meet the needs of struggling students. Instruction is provided in math and reading four evenings a week. Recommendations are made by teachers before each session begins and during SAT meetings. In addition, summer school is offered for any student who needs additional support.

4. Transition Plan: If applicable based on the school's grade configuration, describe the assistance provided for *preschool children* in the transition from the WV Pre K - System to elementary school programs.

Arnoldsburg Elementary School's preschool transition plan is designed for students who are eligible to attend kindergarten in the next school year. Students are transitioned into the kindergarten program at selected times for different activities. The staff feels this will help familiarize students with the program and allow them to become accustomed to the teacher and paraprofessional who will be teaching them.

Arnoldsburg Elementary School transitions the preschool students throughout the year. They eat breakfast and lunch in the lunchroom with the other students and have recess time with kindergarten periodically throughout the year. PK students also participate in our school's book clubs and book fairs. Their parents are invited to Open House and all parent involvement activities. PK and kindergarten will conduct joint activities, and the PK students will visit kindergarten rooms at least twice a year.

The school also has a transition day toward the end of May. All students who are eligible to enter kindergarten visit their new classrooms and meet their new teachers. Parents/family of all preschoolers are invited to attend the transition day and are given a tour of the building.

Parents are provided notification and information regarding kindergarten registration and expectations in the form of a written letter which is published in the newspaper, on the school web site, and on the Hur Herald web site.

5. Parent Involvement:

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date
Open House	Introduction to Title I, parent involvement training	Title I, PERC	August 2010
How to Help Your Child Be Successful at School	Homework, organization, motivation, and at-home activities to help your child learn	PERC	September 2010
Helping Your Child with Homework	Strategies to assist parents with making homework time go smoother	Amanda Harsh, WVPC at Edvantia	September 2010
Sibling Rivalry	Getting along and working together at home	PERC	December 2010
Grandparents Raising Grandchildren	Support and resources related to grandparents raising grandchildren	PERC	February 2011
The Importance of the Family Meal	Improving parent-child relationships	PERC/WVU Extension	March 2011

Title I Planning	Parents/Guardians and students will have the opportunity to review the Title I plan and make suggestions on how to improve it.	Title I	May 2011
PK-K Transition	Transition students from the Preschool environment to kindergarten	Title I, Preschool, and Kindergarten teachers	May 2011
WESTEST Prep	Parents obtain information on how to get their child ready for WESTEST.	Title I, principal, PERC	May 2011
Open House	Introduction to Title I, parent involvement training	Title I, PERC	August 18, 2011
PK Open House	Parents and students are invited to meet their teachers and spend time in their classrooms.	PK Staff	September 2, 2011
Understanding Your Child's Assessments/5 Year Plan	Parents will be given information on MAP, DIBELS, WESTEST 2 and how they can help their students get ready.	Title I, PERC	September 30, 2011
Parent Involvement Training for Staff	PERC will train staff on positive parent involvement.	PERC	October 14, 2011
Technology	Parents will learn about basic technology programs and how their students are incorporating technology into their classroom work.	Title I, TIS	November 16, 2011
Students as Independent Learners	Parents will learn how to teach their students to become independent learners. (i.e. doing their homework by themselves)	Title I, PERC	February 17, 2012
WESTEST Kick-off	Parents and students learn how to prepare for WESTEST 2.	Title I, PERC	May 4, 2012
Title I Planning	Parents/Guardians and students will have the opportunity to review the Title I plan and make suggestions on how to improve it.	Title I, PERC	May 18, 2012

Other Activities and Correspondence for Parent Involvement

Activity or Correspondence	Frequency
Open House	annually

Book Fairs	bi-annually
Books for students	Christmas and End of Year
School Newsletter - to parents, and news media	monthly
School Website	regularly updated
PERC Newsletter	monthly
PERC Conscious Discipline with PK teachers and parents	six times per year
PERC newspaper article - various parent involvement topics	monthly
Parent / Teacher conferences	bi-annually
PERC involvement/Classroom parties	various holidays
PERC Teacher tips for parent involvement	monthly
Field Trips - PTO	bi-annually
Track & Field Day	annually
Kindergarten Pie Social (Thanksgiving)	annually
Preschool Tea (Spring)	annually
Utilization of a Parent Volunteer Coordinator	throughout the year
Read to Me Day	annually
Read Across America Day	annually

6a. Parent Involvement Policy: Enter the school's parent involvement policy that includes the required components from NCLB §1118(b)(1) and §1118(c)(1-5). The WVDE Title I template is initially provided but must be customized for your school.

Arnoldsburg Elementary School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The Arnoldsburg Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full

opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

· If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

· The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement activities. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

· The school will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.

· The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy shall include a description of how the school will implement or accomplish each of the following components. [*Section 1118, ESEA.*]

1. The **Arnoldsburg Elementary School** shall take the following actions to involve parents in the joint development and review of its school parental involvement policy under section 1118 of the ESEA:

*Request comments/suggestions on the school plan from the elected parent representatives of the School Improvement Councils, and

* Send a written request for comments/suggestions to all parents at Arnoldsburg Elementary School.

2. The **Arnoldsburg Elementary School** shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA :

- *Request comments/suggestions on the school plan from the elected parent representatives of the School Improvement Councils of each Title 1 school, and
- *Send a written request for comments/suggestions on the district plan to all parents at each Title I school.
- *Include parents on the annual planning team for the school plan.

3. The **Arnoldsburg Elementary School** shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting.

- *An annual meeting to inform parents may be scheduled and/or
- *Address at an Open House

4 The **Arnoldsburg Elementary School** shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- *Provide parents a school handbook
- *Provide parents a frequent progress report
- *Provide parents a copy of the principal's notes
- *Provide parents access to the school web site

5. The **Arnoldsburg Elementary School** shall, at the request of parents, provide opportunities for regular meetings, held at flexible times, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- *Provide schedule flexibility to meet parents needs
- *Suggestion box placed outside the office
- *Response to suggestions will be addressed by a phone call or letter

6. The **Arnoldsburg Elementary School** shall provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- *Parents will be provided a progress report on a regular schedule
- *Parents will be provided a copy of the WESTEST assessment

7. The **Arnoldsburg Elementary School** shall take the following actions to provide each parent timely notice when their child has

been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002):

*A letter will be sent to parents whose child is affected

8. The **Arnoldsburg Elementary School** shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I Part A,
- how to monitor their child's progress, and
- how to work with educators:

*Workshops by the staff and the county Parent-Educator Resource Center on content standards, achievement standards, assessments, and how they can monitor and support their children's performance and work with their teachers.

*Personal contacts with the parents of struggling and low income students recommended by the principals to explain these things and support them in supporting their children's achievement in school.

9. The **Arnoldsburg Elementary School** shall provide materials and training to help parents work with their children in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing and additional topics parents may request.

*Inform parents of literacy programs through the county

*Staff of the Parent-Resource Center will refer parents they contact to appropriate programs

10. The **Arnoldsburg Elementary School** shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

An annual teacher training will be held by the Parent Educator Resource Center during an ISE Day on how to work with parents. Also, parents will provide information will provide information on how the school can best meet their needs during the annual Title I meeting.

11. The **Arnoldsburg Elementary School** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Calhoun County Preschool and other programs. The school will also conduct other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*Coordinate and integrate parental involvement activities for the Calhoun County Preschool at Arnoldsburg.

*Provide parents information on the role of frequent assessments, the use of this data in shaping instruction for all, and the interventions used for struggling readers.

12. The **Arnoldsburg Elementary School** shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*The Title I teachers will include information in quarterly newsletters

*This information will also be submitted for publication to the local newspaper, the Calhoun Chronicle, and to the Hur Herald, a local on-line news resource

*This information will be posted on the school web site

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy **may** include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

In addition to the above activities the Arnoldsburg Elementary School will:

*Provide child care as appropriate to enable parents to participate in school-related meetings and training sessions

*Arrange school meetings at a variety a times and on different days to make it possible for parents varied schedules to attend conferences and trainings.

*Establish a school-wide parent advisory council to provide input on all aspects of parental involvement.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the sign-in sheet at the annual Title I meeting.

This policy was adopted by the **Arnoldsburg Elementary School** on **August 8, 2011** and will be in effect for the period of 2011 - 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before **August 22, 2011**.

(Signature of Authorized Official)

(Date)

6b. School-Parent-Compact: Enter the school's School/Parent Compact that includes the required components from NCLB §1118. The WVDE Title I School-Parent Compact is initially provided but must be customized for your school.

SCHOOL-PARENT COMPACT

Arnoldsburg Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

Arnoldsburg Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Specifically, we will achieve this through explicit, standards-based instruction, and frequent assessments of children's progress in mastering skills. The use of this assessment data will guide classroom instruction for all and determine interventions for struggling students.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

Specifically, those conferences will be held: November 3, 2011 and March 27, 2012, from 4:00 pm - 7:00 pm each evening.

- 3. Provide parents with frequent reports on their children's progress.**

Specifically, the school will provide reports as follows: a report card will be distributed at the end of each 9 week grading period and a progress report at the 4 ½ week point.

- 4. Provide parents reasonable access to staff.**

Specifically, staff will be available for consultation with parents as follows: Teachers and paraprofessionals will be

available for conferences during planning periods by appointment. The principal will be available at any time he or she is not scheduled in classrooms.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

Parents are invited and welcomed to volunteer. Forms may be picked up at the school office. Classroom observations need to be arranged through the principal.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards.

Specifically I will:

- *Do my homework every day and ask for help when I need to.*
- *Spend time every day reading or being read to outside of school.*
- *Give the person responsible for my welfare all notices and information sent from school the day I receive it.*

Teacher

Parent(s)

Student

Date

Date

Date

7. Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.

An annual review of the policy will be conducted each year by the Director of Special Programs, the building principal, and Title I staff members. In addition, Title I teachers will hold a special meeting in May where the elected parent representatives of the Local School Improvement Council and all other interested parents will be invited to explore the effectiveness of the policy, barriers to parental involvement and suggestions for improvement. Feedback and suggestions for revising and improving the policy will be submitted to the Director of Special Programs for approval who will then forward the revised policy to the superintendent for final approval.

8. Describe how the school coordinates and integrates federal, state and local services and programs with the school's Title I program.

The local Parent/Educator Resource Center and Title I collaborates to present parent workshops and teacher training in parent involvement. We also use the 21st Century Community Learning Center Grant to provide after school instruction, summer school, and Saturday Family Fun Days. Special Education funds are utilized to help fund PreK teachers. AES partners with Glenville State College who provides us with a PDS grant each year.

9. Describe the procedures the school utilizes to include teachers in the decisions regarding the use of academic assessments (both summative and formative) to improve the overall instructional program and ensure effective timely assistance to students experiencing academic difficulties.

Teachers regularly visit data during monthly grade level meetings. The data is compiled from a variety of sources including DIBELS, MAP, QPS, LLI, and WESTEST 2. Teachers are provided training on how to use the assessments and the data. In addition, teachers are involved in planning for the Walk To Interventions as part of our school's RTI model. Teachers voted to use the PDS grant provided through Glenville State College for art education.

Grade level teachers also have a common planning time to discuss student progress.

10. Describe how the school annually evaluates the implementation of and the results achieved by the school wide program using the State assessment and other indicators to revise the plan to ensure continuous improvement.

Each year, the Title I staff hosts a planning meeting where parents, teachers, and students are invited to give suggestions for improvements regarding the Title I program. In addition, parent, student, and staff surveys are conducted to determine satisfaction as well as ask for suggestions.

The Title I staff also meets with the Director of Special Programs to evaluate the plan and ensure it is in line with and meeting the school goals, objectives, and trend data.

WESTEST, DIBELS, LLI, and MAP data is continually analyzed by Title I teachers, the Academic Coach, and classroom teachers to help determine specific areas of academic improvement that need to be addressed within the Title I plan.

The building principal will conduct classroom walk throughs and share the results of the observations.

Additional data is analyzed through the SAT process and Grade Level Meetings.

11. Professional Development: Describe how the school provides sustained, ongoing professional development for teachers, principals, and other pertinent school staff. (e.g., professional learning communities, collaborative planning, coaching). The description should indicate how often these activities occur and how the outcomes of the activities are monitored and evaluated for effectiveness.

Describe how the school trains teachers to work with parents.

Arnoldsburg Elementary School provides ongoing professional development throughout the school year and during the summer. Trainings are provided in areas such as Technology, RTI, Lexiles and Quantiles, Measures of Academic Progress, and Professional Learning Communities. The Academic Coach provides ongoing support in teaching and intervention strategies.

Topics such as Data Analysis, Differentiated Instruction and Effective Teaching Strategies are discussed in monthly grade level meetings, PLCs, and SAT meetings.

Strategies and topics are revisited and evaluated on Instructional Support and Enhancement and PLC Days.

Training teachers to work with parents:

The Parent-Educator Resource Center and Title I teachers present teacher trainings on Instructional Support and Enhancement and PLC Days covering various topics. (e.g. Conscious Discipline, How to Deal with Difficult Parents, Tips on Parent/Teacher Conferences, How to Involve Parents...) The Parent-Educator Resource Center also sends teachers monthly email updates on working positively with parents.

Arnoldsburg Elementary is fortunate to have a computer lab which houses 25 student stations. This lab is used daily for the following:

- Students complete lessons in Odyssey, Harcourt, Type to Learn, WV Writes, Pearson Success Net, and Tech Steps.
- Students are assessed online using Measures of Academic Progress.
- Students conduct research, type compositions, and complete other assignments.

Teachers use DIBELS software to assess students' reading progress. Classroom student computers are used for remediation and enrichment and as student learning centers. Teachers also use interactive whiteboards, student responders, mobile presenters, and video conferencing to enhance and deliver instruction.

Our newly acquired mobile labs make it convenient for students to conduct research projects, type compositions, and complete various assignments in their classrooms.

In order to increase our technology capabilities, an additional \$5,000 was requested and received from Delegate Walker to enhance technology needs.

Schools and counties should analyze digital divide survey reports as a needs assessment for technology planning.

[Digital Divide](#)

[Student to Computer Ratio, Teacher to Computer Ratio, Bandwidth Implementation](#)

Summarize concerns from the analysis of the survey.

Based on our survey, we would like to accomplish the following:

- Have at least 3 up-to-date student computers in each classroom
- Provide additional professional development on 21st Century Skills and resources for staff
- Expand the use of the mobile computer labs to increase project based learning and integrate Tech Steps and Thinkfinity
- Increase the use of technology equipment such as student responders and videoconferencing

Section 1: Profile Information

1.1 School Profile - Please type in the total numbers within your school for the following locations

Location	Total Number
Classrooms:	<input type="text" value="17"/>
Buildings:	<input type="text" value="1"/>
Administrative Offices:	<input type="text" value="2"/>
Non-Instructional Offices:	<input type="text" value="0"/>
Library Media Center:	<input type="text" value="1"/>
Stationary Computer Lab:	<input type="text" value="1"/>
Mobile Computer Lab:	<input type="text" value="2"/>
Students:	<input type="text" value="220"/>

Grade Configuration: -

School Web Page Address:

<http://arnoldsburg.calh.k12.wv.us/>

Definitions

- Classrooms Any room where instruction takes place on a regular basis
- Buildings For E-Rate purposes indicate the number of buildings at this location
- Administrative Offices e.g., Administrators, Guidance Counselors, School Support Personnel
- Instructional Offices e.g., Teacher offices or instructional workrooms
- Stationary Computer Labs Fixed locations containing multiple computers for sign-up use by classes or groups of individuals (not a lab where classes are assigned to meet every day - count this as a classroom)
- Mobile Computer Labs Portable carts containing multiple laptop computers that can be transported to a variety of locations

Section last modified 10/04/2011 11:10 by jbm14201

Classroom Connectivity Information

Network Connectivity in Classrooms

Complete the table below indicating the total number of classrooms for each different type of network connectivity listed.

Number of Classrooms with these types of Network Connectivity

Number of Classrooms with Internet Access	<input type="text" value="17"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

Connectivity

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops)	Number of Computers with Network Connectivity
Number of computers (desktops and laptops) in the school with Internet access	<input type="text" value="100"/>
Number of drops in the school (drops are defined as wired connections that access the Internet)	<input type="text" value="117"/>

Do you have wireless connectivity in the school?

Yes No

How many computers in the school can connect to the wireless network?

23

Section last modified 10/04/2011 11:10 by jbm14201

Section 3 and 4: Desktop, Notebook and Netbook Computers

		Windows			Apple OSX	Linux	Totals
		Windows XP	Vista	Windows 7			
Administrative Computers	Desktops	1	0	0	0	0	1
	Notebooks	1	1	1	0	0	3
	Netbooks	0	0	0	0	0	0
Non-Instructional Computers	Desktops	2	0	1	0	0	3
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Classroom/Student Computers	Desktops	53	0	0	0	0	53
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Classroom/Teacher Computers	Desktops	4	2	3	0	0	9
	Notebooks	5	3	7	0	0	15
	Netbooks	4	0	0	0	0	4
Library Media Centers	Desktops	1	0	0	0	0	1
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Stationary Lab	Desktops	25	0	0	0	0	25
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Mobile Lab	Desktops	0	0	0	0	0	0
	Notebooks	25	0	0	0	0	25
	Netbooks	25	0	0	0	0	25
Totals		146	6	12	0	0	164

Section iPads: iPads

iPads	
Administrative Computers	<input type="text" value="0"/>
Non-Instructional Computers	<input type="text" value="0"/>
Classroom/Student Computers	<input type="text" value="0"/>
Classroom/Teacher Computers	<input type="text" value="0"/>
Library Media Centers	<input type="text" value="0"/>
Stationary Lab	<input type="text" value="0"/>
Mobile Lab	<input type="text" value="0"/>
Total Number of iPads in School	0

Section 5: Connectivity

Connectivity

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

Number of computers (desktops and laptops) in the school with Internet access

Number of drops in the school (drops are defined as wired connections that access the Internet)

Do you have wireless connectivity in the school?

Yes No

How many computers in the school can connect to the wireless network?

Section last modified 09/22/2009 18:09 by MAB14301

Section 6: Equipment Count

How many rooms in the school have telephone drops (service)?

Count all rooms including administrative and offices.

Of these rooms, how many of these classrooms in the school have telephone drops (service)?

Projection Devices

Complete the table below indicating the total number of projection devices (i.e., Data Projectors, LCD panels, etc. Does not include overhead projectors) for each category.

Projection Devices

Mobile	Mounted Permanently	Totals
<input type="text" value="3"/>	<input type="text" value="15"/>	18
<input type="text" value="1"/>	<input type="text" value="15"/>	16

Projection Devices

18

Electronic White Boards

16

Section 7: Professional Development

WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement.

Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc.

In order to answer this question, the teachers may need to be surveyed individually or by a show of hands at a faculty senate/or faculty meeting. A survey to use is available.

Estimate the number of teachers in the school in the previous school year that have received training in technology integration to improve student achievement.

7.1 Number of teachers in the school.

7.2 Number of teachers trained for 0 hours.

7.3 Number of teachers trained for 1-5 hours.

7.4 Number of teachers trained for 6-15 hours.

7.5 Number of teachers trained for 16-25 hours.

7.6 Number of teachers trained for 26-50 hours.

7.7 Number of teachers trained for more than 50 hours.

7.8 Total number of teachers trained in the school (Should match 7.1).

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Click here for survey that can be distributed to teachers in mailboxes/or questions that may

be asked at a faculty senate meeting. [Digital Divide Teacher Survey](#)