

**PUTNAM COUNTY
SCHOOLS**

**072 260 ROCK BRANCH
ELEMENTARY**

4616 1ST AVENUE

NITRO WV 25143

AllPlans Plan October 13, 2008

Planning Committee

Name	Title	Representation
Debbie Mobley	Mrs.	*Parent
Ella Fay Butcher	Mrs.	*Service Personnel
Howard T. Young	Mr.	*Service Personnel
Kathi Robie	Mrs.	*Title I *Teacher
Keisha Runion	Ms.	*Technology *Teacher
Laura Travis	Mrs.	*Teacher
Lesley Payne	Ms.	*Technology *Teacher
Liz Runion	Mrs.	*Technology *Teacher
Lorrie Zappitelli	Mrs.	*Teacher
Shelley Trador	Mrs.	*Service Personnel
Sonya Shue	Mrs.	*Administration
Tammy Miller	Mrs.	*Parent

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

The members of the Strategic Planning Committee met on September 22, 2008 to discuss the plan. Members present were: Kathie Robie, Sonya Shue, Lesley Payne, Shelley Trador, Howard Young, and Liz Runion. We discussed data disaggregation, key outcome indicators, and other school indicators before making recommendations for updating the plan.

Core Beliefs

1. *Every student can learn and deserves an equitable, quality education.
2. *Every school must provide a safe, nurturing environment that promotes learning.
3. *Our curriculum and instruction must be appropriate and challenging to meet the needs of every student.
4. *Our expectations must be high to result in high achievement.
5. *Our homes, school and community must share responsibility for the education of our students.
6. *We must provide the appropriate resources and support to prepare students for success in a diverse and changing world.
7. *We must provide high quality staff development to create a learning community.

Mission Statement The mission of Rock Branch Elementary is to ensure that every student masters the curriculum and achieves academic success, We will dedicate our time, resources, and practices to closing the achievement gap, bringing every student to mastery and beyond, and preparing every student for success in a diverse and challenging world. Working with the home and community, we will build a supportive system characterized by ethical behaviors, mutual respect, professionalism, and collaboration.

Data Analysis

Key Outcome Indicators - Currently our students have increased their achievement in Reading/Language Arts and have maintained their skill level in Mathematics. Noted in the data is a weakness in the areas of geometry and data analysis/probability.

External Trend Data - Statistically our school is one of the highest in the county for free/reduced lunch participation. Due to the troubled economy we can expect that our students will continue to be affected by a lack of resources in their own homes.

Student Achievement Data - We have increased the number of students achieving mastery in Reading. Math scores have remained steady and data analysis indicates a weakness in the areas of geometry and data analysis/probability.

Other Student Outcomes - Attendance rate has held steady at approximately 96%. Discipline referrals are relatively few. Our school's low socioeconomic make up indicates that our students are at an increased risk for a variety of poor life choices. The PRIDE survey indicates that an increased number of students have tried alcohol.

Culture and Conditions Analysis - OEPA designates that Rock Branch has met AYP. 90% of teachers received technology integration training.

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

1. Achieve mastery in all areas of reading, language arts, writing and math.
2. Close the achievement gap.
3. Establish a stable technology environment and improve coordination with home.
4. Establish a strong character education program to focus on reducing the number of students that have tried alcohol.

- 1.1 To ...
- 1.2 To ...
- 1.3 To ...

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>

Core- All students will achieve mastery in the area of Reading/Language Arts, Writing, and Mathematics.

1. Increase the percentage of students that score at mastery and above on the Reading/LA section of WESTEST in 5th grade. Measure Reading/LA WESTEST scores Base 88.00 Target 94.00 Monitoring: Title I, lesson plans, class schedules, observations, Support: Title I Collaboration.
2. Increase the percentage of students that score at mastery and above on the Reading/LA section of WESTEST in 4th grade. Measure Reading/LA WESTEST scores Base 91.00.00 Target 94.00 Monitoring: Title I, lesson plans, class schedules, observations, Support: Title I Collaboration.
3. Increase the percentage of students that score at mastery and above on the Reading/LA section of WESTEST in 3rd grade. Measure Reading/LA WESTEST scores Base 88.00 Target 94.00 Monitoring: Title I, lesson plans, class schedules, observations, Support: Title I Collaboration.
4. Increase the percentage of students that score at mastery and above on the math section of WESTEST in 5th grade. Measure Math WESTEST scores Base 85.00 Target 94.00 Monitoring Teacher lesson plans and observation Support Professional development.
5. Increase the percentage of students that score at mastery and above on the math section of WESTEST in 4th grade. Measure Math WESTEST scores Base 85.00 Target 94.00 Monitoring Teacher lesson plans and observation Support Professional development
6. Increase the percentage of students that score at mastery and above on the math section of WESTEST in 3rd grade. Measure Math WESTEST scores Base 88.00 Target 94.00 Monitoring Teacher lesson plans and observation Support Professional development
7. Increase the percentage of students in grades K-2 who score at mastery and above on the Investigations Rubric. Measure Investigations Rubric - Baseline data was collected in 2005-06 school year. Base 0.00 Target 85.00 Monitoring Teacher lesson plans and observation Support Professional development

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
July 2008	TLI	4th grade teacher	Learning community
September 2008	First In Math	Teachers	Trainer led
September 2008	Dibels	New Teachers	Trainer led
September 2008	Reading Street Training	New Teachers	Trainer led
October 2008	First in Math training-IS Day	K-5	Trainer led
October 2008	Aim for Literacy	4th and 5th grade teachers	Trainer led
October 2008	NAEP Training	4th grade teacher	Trainer led
November 2008	Writing Roadmap 2.0	3rd-5th grade teachers	Trainer led
February 2008	Kidspiration/Inspiration	Teachers	Trainer led

RLA-Continue to implement the county adopted researched-based Reading/Language Arts/Writing Program.

- Use the software provided with the adopted reading series.
- Develop students' vocabulary.
- Implement Family Reading Night.
- Utilize guided reading materials and techniques.
- Utilize Accelerated Reader program
- Utilize STAR reading program
- Implement DIBELS assessment for monitoring reading progress and placement.
- Utilize writing strategies provided in the reading series
- Utilize Writing Roadmap 2.0
- Use of journals daily for writing practice
- Utilize Kids Works Deluxe

Math 2: Analyze and disaggregate data to determine strengths and weaknesses in grades 3-5 in math.

Core Plan

- Teachers will analyze test data from 2007-2008 to pinpoint areas of strength and/or weakness.
- Teachers will develop a plan to improve math skills based on the disaggregated information.
- Teachers will develop a plan to accelerate math skills in students who have achieved above mastery.

Math1 - Implement standards-based math in all classrooms.

Core Plan

- All teachers will utilize Investigations curriculum.
- Use "To the Family" activity sheets from Investigations math program.
- Family Math Night to train parents on ways to help their child with Math.
- Use Math Investigations/ Math Facts in a Flash/ Riverdeep software.
- All teachers will utilize the First in Math Program
- Use geometry estimation activities
- 4th and 5th grade teachers will utilize the Math basal text and Homework workbooks.
- Utilize Acuity program as a WESTEST II practice.

RLA2 - Implement instructional strategies and learning models to support and improve student mastery in reading/language arts/writing.

- Utilize Accelerated Reader program
- Utilize STAR reading program
- Utilize Title I and Resource Room teachers to support the three-tiered reading model.
- Implement DIBELS assessment for monitoring reading progress and placement.
- Use writing strategies provided in the reading series and the Kansas Writing Workshop to improve student writing.
- Utilize Wilson Reading for Tier 3 instruction.
- Utilize Acuity program as a WESTEST II practice.

NCLB- No achievement gap will exist.

1. Decrease the achievement gap between students with disabilities and all third grade students by 5percent each year. Measure:
WESTEST: Percentage Achieving Mastery In Reading: 0 In Math: 0
2. Decrease the achievement gap between students with disabilities and all fourth grade students by 5 percent each year. Measure:
WESTEST: Percentage Achieving Mastery in Reading: 50 In Math: 75
3. Decrease the achievement gap between students with disabilities and all fifth grade students by 5 percent each year. Measure:
WESTEST: Percentage Achieving Mastery in Reading : 100 In Math: 100

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
9/2008	Policy 2525	PreK teacher	Trainer led
September 2008	Parental Involvement and On-Site Monitoring	Title I and PreK teachers	Trainer led
September 2008	Inquiry Support Training	PreK Teachers	Trainer led
October 2008	Differentiated Instruction	Title I Teachers	Trainer led
January 2009	Reading Training	Title I teachers	Trainer led

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NCLB-Focus on standards based math instruction.

Core Plan

- Utilize Acuity as a WESTEST practice
- Utilize data analysis to identify areas of weakness
- Utilize data analysis to drive instruction
- Utilize First in Math Program
- Utilize additional resources to supplement the core program

NCLB-Focus on tiered instruction in reading.

Core Plan

- Use the software provided with the adopted reading series.
- Utilize the Title I Teachers as the Tier II interventionists
- Utilize the Special Education Teacher as the Tier III interventionist
- Utilize The Sidewalks Reading Program during Tier III.
- Utilize guided reading materials and techniques.
- Implement DIBELS assessment for monitoring reading progress

To ensure that technology is included in all programs of study and support a technology infrastructure that allows all students to develop 21st century skills.

1. To decrease the percentage of outdated computer equipment in the school. Measure: 2007 Digital Divide Survey -The percentage of Windows XP computers in the school. Baseline: 89.5% Target: 95%

2. To increase the percentage of fifth grade students who complete 6 assessed integration projects. Measure: The percentage of students that successfully completed Tech Steps Baseline: 0% of students Target: 60% of students

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
July 2008-June 2009	TLI	Teachers	Trainer Led, Hands-on
August 2008	Thinkfinity	Teachers	Trainer Led, Hands-on
August 2008	Tech Tools	Teachers	Trainer Led, Hands-on
September 2008	Renaissance Place/AR	Teachers	Teacher Led, Hands-on
December 2008	Tech Steps	5th Grade Teachers	Trainer Led, Hands-On
February 2009	Tech Saturday	Teachers	Trainer Led, Hands-on
June 2009	Tech Steps	4th Grade Teachers	Trainer Led, Hands-on

Tech 03 – Ensure the use of telecommunications and Internet connections will enhance learning.

- Increase bandwidth to support 21st Century learning via the WAN.
- Ensure that all professional staff utilize access e-mail accounts.
- Provide local/long distance telephone service to all facilities. Provide cellular and paging services to key personnel.
- Utilize GradeQuick Web and Edline to provide more up-to-date and accurate information on student achievement and attendance.
- Provide up-to-date information via county and school websites and web hosting services.
- Ensure that all students and staff receive acceptable use training periodically.

Tech01 - Provide 21st century hardware and infrastructure to support the effective use of technology.
Technology

- Acquire 5 new computer and monitors for 5th grade classrooms to support curriculum and TechSteps needs.
- Provide matching funds to assist schools to purchase a tablet, responders, and an additional ELMO.
- Provide access to the Novell local area network and Internet to staff and students who sign and follow the county acceptable use policy.

Tech02 - Promote and support the integration of technology into all areas of the curriculum for instruction, acceleration, and remediation.
Technology

- Ensure that all teachers are using the revised CSOs (Policy 2520.14) for technology and learning skills.
- Ensure that all teachers are using Teach21 to access high quality 21st Century instructional materials.
- Implement TechSteps in K-8 to ensure students develop 21st Century skills beginning with grades 5-8.
- Continue the implementation of RiverDeep software (Internet based) to support K-8 reading and math.
- Enhance school library media collections online resources to support student research. Support collection conversion to InfoCentre and Destiny to provide increased access to media center materials.
- Promote the use of high-quality instructional Internet resources such as Teach21, textbook resources, ThinkFinity, and SAS.
- Purchase updated software -Kidspirattion 3 and Type to Learn 4.

Tech04 - Provide students and teachers with increased access to 21st century tools and resources.
Technology

- Establish pilot 21st Century classrooms for teachers attending 21st Century learning opportunities.
- Provide equipment to enhance 21st Century instruction.

Tech05 - Utilize distance learning opportunities made possible by increased bandwidth to overcome scheduling problems and provide acceleration and specialized courses.
Technology

- Support local schools in NASA e-missions, virtual field trips, and other distance learning opportunities.

Tech06 - Promote parental involvement and improve collaboration with community and home through the use of 21st century tools and resources.
Technology

- Implement Edline to improve communication with parents and students by providing access to grade reports and teacher's assignments.
- Provide up-to-date information to students, parents, staff and community via county and school websites.
- Implement School Messenger system at all schools to provide rapid notification in emergency situations and daily information such as attendance and announcements.

Tech07 - Provide professional development opportunities for staff members to learn to use and integrate 21st century tools and resources.

Technology

- Provide staff development for teachers in the effective use of 21st Century tools and resources in support of Tools for Schools initiatives.
- Provide staff development for teachers in Kidspiration/Inspiration and TechSteps

Tech08 - Install, maintain, support, and repair technology hardware, software, and infrastructure

Technology

- Submit work orders via IssueTrak
- Encourage teachers to increase understanding of basic technology maintenance

Tech09 - Collaborate with adult literacy providers and provide access to community groups and adult learners.

Technology

- Provide access to and support for technology to community groups and adult learners as needed.

Title I Schoolwide

1a. Provide instruction by highly qualified teachers

For all teachers and all instructional paraprofessionals assigned to the school, list the name, job assignment {including grade level and subject(s)}, and certification/qualifications. Indicate the specific subject assignment(s) and the grade level(s) for all Title I funded teachers.

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
Cantrell, Connie	Counselor	Ele. Education 1-6; Counselor K-12
Holmes, Anissa	Speech Pathologist	Speech Language Path. B-Adult
Kearns, Melanie	School Nurse	School Nurse PK-Adult
Loudermilk, Debra	1st Grade	Early Childhood PK-K; Elementary Ed. K-8; Elementary Principal
Lucas, Shawn	Physical Education	MATH 5-8 through Algebra; P. E. K-12; Social Studies 5-8;
Massey, Christine	Special Education Teacher	Gen. Science 5-8; Multi- Subjects K-8; Spec. Learning Disabilities K-12; Mental Impair/Mild K-12
Payne, Lesley	1st Grade	Multi-Subject K-8
Perry, Lori	2nd Grade	Special Learning Disabilities K-12; Multi-Subjects K-8
Peters, Annalee	Title I Reading/Math	Elementary Ed. K-6; Early Ed. PK-K; Reading Specialist PK-Adult
Ray, Leslie	Preschool	Early Ed. PK-K; Elementary Ed. K-6
Robie, Katherine	Title I Reading/Math	Multi-Subjects K-8; Reading Specialist PK-Adult
Roberts, Kristy	Music	Music K-12
Runion, Elizabeth	3rd	Multi-Subjects K-8
Runion, Keisha	4th	Ele. Education K-6; Social Studies 5-9
Shamblin, Amy	Kindergarten	Multi-Subject K-8; Reading Specialist K-8
Shue, Sonya	Principal	Principal K-8; Math 4-8; Elementary Ed. 1-6
Smith, Ann	4th	Elementary Ed. K-6
Travis, Laura	5th	Language Arts 4-8; Elementary Ed. 1-6
Tusing, Allison	Title I Reading/Math	Elementary Ed. K-6; Reading Specialist PK-Adult
Willis, Elizabeth	Kindergarten	Multi-Subject K-8

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

At the school level, we do not have the opportunity to recruit Highly Qualified Teachers. However, Putnam County Schools Human Resource office recruit, interviews, and hires Highly Qualified Teachers. They also monitor current teacher certifications to ensure the employees maintain Highly Qualified status.

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
Annalee Peters	Title I Reading and Math	combination of student services including classroom inclusion and pull-out with emphasis on the three tiered reading model
Kathi Robie	Title I Reading and Math	combination of student services including classroom inclusion and pull-out with emphasis on the three tiered reading model
Allison Tusing	Title I Reading and Math	combination of student services including classroom inclusion and pull-out with emphasis on the three tiered reading model
Leslie Ray	Preschool	provide classroom instruction for PRE-K students in collaboration with Headstart

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.

We are providing a school based pre-kindergarten program in collaboration with the federal Head Start program. This collaboration involves teachers being hired, both from the Head Start program and Putnam County Schools. Services will be offered to eighteen students. A variety of students are enrolled in this program, we will strive to meet the individual needs of all of these students.

The other three Title One teachers will be providing services before and during school to those targeted groups of students drawn from the entire student body. Emphasis will be on reading and reading comprehension development through remediation and acceleration of students by utilizing existing programs in guided reading and accelerated reading. The current reading program will be used in connection with the three tiered reading model to provide reading instruction and intervention for all RBE students. Computer software programs including DIBELS, AR, STAR Renaissance Learning, RazKids, and A to Z Learning will also be utilized when appropriate. The Title One teachers will be involved in assisting the regular classroom teachers with differentiated reading groups, most of which will be provided through classroom inclusion. Various testing methods will be utilized to assess the students' understanding of the material and their grade level learning.

Funds which have budgeted include monies for general expenses, professional development, computer software, parent involvement, supplemental books for the AR library, and professional expenses connected with after school tutoring. Professional development sessions will include sessions

on 21st Century Learning Skills. In addition at least one staff member will attend the annual Reading Conference. This information will be used to address the classroom issues surrounding our low reading/comprehension test scores. Title One funds will be used for continuing the STAR reading program along with several other computer software programs, which are part of our assessment tools, accelerated reading materials and incentives, expansion of the guided reading library, journals and workbooks for grades one and two and supplemental texts for both Title One and regular classroom teachers. Funds will also be used to cover the expenses associated with RBE's year round parent involvement plan.

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.

RBE incorporates preschool students in all school activities and parent involvement activities. In the spring, RBE has a Move Up Day for upcoming Kindergarten students. At this time preschool students spend the morning in kindergarten classrooms observing and participating in kindergarten activities and lessons.

5. Parent Involvement:

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date
Open House	Preschool- 5th Grade meet teachers and tour facility	Principal/ Teachers	August 21, 2008
PTO	Introduction to RBE and Title I Program	Principal/ Title I teachers	September 30, 2008
Parent Fair	Information fair of local community and state resources that are beneficial to parents and children.	Title I teachers/ Agency Representatives	October 13, 2008
Parent Reading Night	Evening in which teachers teach parents strategies and activities to enhance their child's reading achievement	Principal/ Teachers	April 30, 2008
<i>Other Activities and Correspondence for Parent Involvement</i>			
Activity or Correspondence	Frequency		
Teacher News Notes	Weekly		
Parent/ Teacher Conferences	Twice yearly		
PTO Meetings	Monthly		
School Newsletter	Monthly		
Schoolnotes.com	weekly		
School website	updated weekly		

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 can be replaced with your parental involvement policy.

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The **Rock Branch Elementary** 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 **Rock Branch Elementary** 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:

Parents will serve on the Strategic Planning Committee, Local School Improvement Council and develop/revise the Parent Involvement Policy.

2. The **Rock Branch Elementary** 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 :

Parents will serve on the Strategic Planning Committee and the Local School Improvement Council. Parents will be informed by the Title I staff or principal about the school wide program, state assessment scores in reading and math, adequately yearly progress, curriculum of the school, parent involvement policy, school-parent compact, parents right to know, right for grievance, outline of parent training events provided by Title I, opportunities for different student performance reports, and availability of parent conferences.

3. The **Rock Branch Elementary** 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.

The annual Title I meeting will be held at the first PTO Meeting on September 30, 2008. Title I teachers will present a powerpoint presentation on Title I services. Parents will also be given a school brochure that contains Title I information, school information, and parent involvement activities.

4. The **Rock Branch Elementary** 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.

The annual Title I meeting will be held at the first PTO Meeting on September 30, 2008. Title I

teachers will present a powerpoint presentation on Title I services, curriculum, academic assessment, and proficiency levels.

5. The **Rock Branch Elementary** 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:

The Title I Staff will conduct a parent survey annually in the spring. The Strategic Planning Committee will determine from the data gathered if any revisions are needed to the Parent Involvement Policy.

6. The **Rock Branch Elementary** 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 sent a copy of students test scores each year after release from the Department of Education.

7. The **Rock Branch Elementary** 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):

Principal will notify parents by letter when situation arises.

8. The **Rock Branch Elementary** 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:

Parents will be informed by the Title I staff or principal about the school wide program, state assessment scores in reading

and math, adequately yearly progress, curriculum of the school, parent involvement policy, school-parent compact, parents right to know, right for grievance, outline of parent training events provided by Title I, opportunities for different student performance reports, and availability of parent conferences.

9. The **Rock Branch Elementary** 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.

Parents will be trained on how to access the school web page and utilize its features focusing on the activities section, newsletters-school and classroom, general school information, e-mail addresses, schoolnotes.com, and the link to the reading series where information and stories being read can be accessed.

Parents will be given the opportunity by classroom teachers, during conferencing to learn more about WESTEST, AR, Guided Reading, and DIBELS.

Two evening sessions will be available to parents to train them on how to develop skills to work with their child at home. These sessions will focus on Study Skills. Parents will be given instructional materials to use at home.

Parents and students will participate in a Family Reading Night. Grade appropriate activities will be presented to the student and parent for participation. Family Reading Night will focus on parenting skills, learning at home, and communication techniques.

RBE parents and students will participate in an orientation program. This program will address the needs of current students, incoming students, and parents by providing them the opportunity to visit their new school and classrooms. This will be available to 5th grade students, incoming Kindergarten

students, and incoming Pre-K students.

10. The **Rock Branch Elementary** 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:

Training will be provided to staff members on how to conduct an effective parent-teacher conference and how to effectively communicate in writing with parents via report cards, progress reports, behavior reports, notes, etc.

11. The **Rock Branch Elementary** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public 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:

Prior to the start of school, RBE will hold an orientation for incoming Kindergarten and Pre-K students and their parents. Parents will receive an orientation to the school and visit the classrooms.

Parents will receive information from the Pre-K teacher in regards to early literacy. Students who are unable to participate in this remediation/acceleration program will be given the materials to work on at home.

12. The **Rock Branch Elementary** 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:

RBE will provide literature in an alternative format as needed and upon request. Parents will be informed of this option in the first newsletter of the school year.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

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:

· involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

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 _____.

This policy was adopted by the **Rock Branch Elementary** on **August 27, 2008** and will be in effect for the period of 2008-09 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 30, 2008**

(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 can be replaced with your School-Parent Compact.

**Rock Branch Elementary
 School-Parent Compact**

The Rock Branch Elementary School, and the parents of 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 2008-09.

Required School- Parent Compact Provisions

School Responsibilities

The Rock Branch Elementary 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:**
 - Implement county adopted curriculum
 - Tier Instruction
 - High expectations for student learning
 - Use observation and on-going assessment to monitor student learning.

- 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.**
 - Hold parent conferences on October 13, 2008 and February 16, 2009.

- 3. Provide parents with frequent reports on their children's progress.**
 - Midterm progress reports each nine weeks.
 - Report cards each nine weeks.
 - WESTEST results grades 3-5

- 4. Provide parents with reasonable access to staff.**
 - Communication may occur via notes, telephone calls, student planners, and email.
 - School newsletters
 - School website

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - Parent Teacher Organization

- Local School Improvement Council
- Homeroom Parents
- Family Nights (Reading, Movie, Carnival)

Parent Responsibilities

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

- Have on-going communication with my child's school; including parent-teacher teacher conferences and volunteering.
- Ensure regular and prompt attendance.
- Support the school staff.
- Establish a homework routine appropriate for my child's grade level and check for completion.
- Monitor media (i.e., TV., movies, videos) and technology usage (i.e., cell phone, computers, internet usage, PDAs, and iPods).
- Help children make positive use of free time
- Participating in decisions relating to my child's education.

Student Responsibilities

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

- Attend school regularly and be prompt.
- Do homework and ask for help when needed.
- Be prepared daily for all classes.
- Work to the best of my abilities.
- Follow rules and procedures for conduct at school and on the bus.
- Show respect for my school, myself, and other students.
- Give my parent or guardian all notices and information received by me from my school everyday.

Teacher signature

Parent Signature

Student Signature

Please return to school by Friday, August 29th

This compact is not legally binding.

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

Rock Branch Elementary encourages parent opinion and participation in the planning process. We include at least two parents on the planning committee. We also send a Needs Assessment to every parent PK-5 that includes the following topics: School CLimate, Curriculum, Communication, Student Progress, Parent Invovlement, and Parent Workshop Ideas. The Needs Assessments are reviewed for planning parent involvment activities.

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

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.

Once assessments (DIBELS, STAR, etc.) are given teachers identify target studnets and report them to the Title I staff for further asesments and assistance.

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.

After scores are recieved, the staff divides into groups each taking a grade level. Within the groups, the students are divided groups based on data given. An item analysis is also done, to determine the skills in which need reinforcement.

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 activites occur and how the outcomes of the activities are monitored and evaluated for effectiveness.

Describe how the school trains teachers to work with parents.

Title I provides teachers with professional development on working with parents. This year we will be learnign and discussing Joyce Epstein's Parent Involvement model. We will watch a video produced by Monongalia County Schools that is based on the Joyce Epstein model. After viewing the video, a discussion will be facilitated by Title I staff. The video intends to focus on the following goals:

- to promote teacher, parent, and administrator awareness of the value of home/school partnerships
- to explore best practices as related to home/school collaboration
- to help school teams develop a plan for thier site that enables families to form partnerships with the school

- to further communication and understanding in home/school relationships

Title I will also be reviewing and discussing the book " Beyond the Bake Sale: The Essential Guide to Family- School Partnerships" by Anne Henderson, Karen Mapp, Vivian Johnson, and Don Davies.

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools.

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

[Digital Divide](#)

Summarize concerns from the analysis of the survey.

Less than 5% of computers have Windows 98. All others are Windows XP. Regular classroom computers will be upgraded to eliminate any Windows 98 machines in regular classrooms.

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="18"/>
Buildings:	<input type="text" value="1"/>
Administrative Offices:	<input type="text" value="2"/>
Instructional Offices:	<input type="text" value="2"/>
Library Media Center:	<input type="text" value="1"/>
Stationary Computer Lab:	<input type="text" value="0"/>
Mobile Computer Lab:	<input type="text" value="1"/>
Students:	<input type="text" value="252"/>
Grade Configuration:	<input type="text" value="Pre-Kindergarten"/> - <input type="text" value="Grade 05"/>

- 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

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Section 2: Classroom Connectivity Information

2.1 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="18"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

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Section 3: Desktop Computers

Desktop Computers

Complete the table below making sure to count each desktop computer once. Place each computer workstation in your school into the best category below based upon location.

Notice that the classroom computer column has been revised -
 Designate how many of the desktop computers in classrooms are primarily for teacher/instructional use and how many are used primarily by students. If a computer has been counted under classroom as a student computer, then the computer should not be included in the teacher/instructional computer column.
 In addition, the Vista operating system has been added.

Computers with Operating	Administrative	Non Instructional Areas	Classroom/Student Use Computers	Teacher/Instructional Computers in Classrooms	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Totals
Windows 3.1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 95	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 98	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	10
Windows NT/2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows XP	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="67"/>	<input type="text" value="16"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	86
Apple Computers (All versions)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Vista	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Totals	2	2	74	16	2	0	0	96

Section last modified by

Section 4: Laptop Computers

Laptop Computers

Complete the table below making sure to count each laptop only once. Place each laptop in your school into the best category below based upon location.

Notice that the classroom computer column has been revised -

Designate how many of the notebook computers in classrooms are primarily for teacher/instructional use and how many are used primarily by students.

If a notebook computer has been counted under classroom as a student notebook computer, then the notebook computer should not be included in the teacher/instructional notebook computer column.

In addition, the Vista operating system has been added.

Computers with Operating System	Administrative	Non Instructional Areas	Classrooms/Student Use Computers	Teacher/Instructional Computers	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Totals
Windows 3.1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 95	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 98	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows NT/2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows XP	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="29"/>	29
Apple Computers (All versions)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Vista	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Totals	0	0	0	0	0	0	29	29

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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

110

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

100

Do you have wireless connectivity in the school?

Yes No

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

29

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Section 6: Equipment Count

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

Count all rooms including administrative and offices.

3

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

0

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
Projection Devices	6	0	6
Electronic White Boards	3	0	3

Projection Devices

6

0

6

Electronic White Boards

3

0

3

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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.

18

7.2 Number of teachers trained for 0 hours.

2

7.3 Number of teachers trained for 1-5 hours.

2

7.4 Number of teachers trained for 6-15 hours.

10

7.5 Number of teachers trained for 16-25 hours.

2

7.6 Number of teachers trained for 26-50 hours.

1

7.7 Number of teachers trained for more than 50 hours.

1

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

18

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](#)

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Section 8: Distance Learning: Instruction Delivered by Technology

These questions should be completed in collaboration with the guidance counselor, virtual school contact or person in the school who deals with course registration.

8.1 Do students in your school take courses delivered by technology?

Yes No

8.2 Do students in your school take on-line courses through the WV Virtual School?

Yes No

8.3 Does your school have video conferencing (mobile or classroom) capability?

Yes No

8.4 Do students in your school take courses via video-conferencing technologies?

Yes No

8.5 Do students in your school take on-line courses through providers other than the WV Virtual School?

Yes No

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