

# **BARBOUR COUNTY SCHOOLS**

**002 201 BELINGTON ELEMENTARY**

**RR 2 BOX 344**

**BELINGTON WV 26250**

AllPlans Plan

Plan submitted: October 13, 2011

[www.wvschools.com/bes/](http://www.wvschools.com/bes/)

**Belington Elementary is a small, rural PreK-5 school located among the scenic mountains in Belington, West Virginia. Our school mission is to provide all students a quality education in academic, social, physical, and community settings. Our enrollment for the 2011-2012 academic year is 318 students. A Highly Qualified Staff provides our students with the necessary 21st Century Skills to be successful in a growing global economy.**

## Planning Committee

Name	Title	Representation
Cindi Cvechko	Parent	*Parent
Cindy Vance-Sigley	Principal	*Administration
Donna Phillips	Teacher	*Teacher
Eric Ruf	Community Member	*Teacher *Parent
Jack Valentine	Service Personnel	*Service Personnel
Jana Ruf	Techology	*Technology
Kathy Chitester	Teacher	
Kim Dean	Service Personnel	*Service Personnel *Parent
Nina Norris	Title one	*Title I
Steve Price	Bus Driver	*Service Personnel
Traci Furby	Parent	*Parent

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

LEA consultation is provided through principal meetings. RESA VII provided training and assistance for the principal.

Parents and community through the Local School Improvement Council are able to provide feedback or suggestions on the five year plan beliefs and mission statement and goals and objectives. Additional development assistance from teachers is sought through Faculty Senate. The plan is shared with parents through an initial LSIC meeting. Newsletters are used to communicate the goals of the school through out the year. After completion of the plan, a meeting is held at the end of September to discuss the goals, mission, and beliefs during LSIC. During the first faculty senate meeting in October, staff are able to be logged on and make suggestions on the plan. Through out the year, the plan is revisited through the curriculum team during professional learning communities and at the end of the year LSIC meeting.

## **Core Beliefs**

At Belington Elementary School, we envision and believe in....

1. We believe our highest priority should be to provide an accessible, clean, safe environment in which students can maximize their learning potential.
2. We believe our school should embrace a positive school culture and should promote academic, professional and personal integrity.
3. We believe the education of our students is a partnership among community, parents and students.
4. We believe clear communication is vital to the success of the system.

## **Mission Statement**

Belington Elementary School utilizing 21st century tools will provide education excellence with a commitment to "**Learning for ALL**"

## Data Analysis

### Data Analysis for the Strategic Plan

**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.

Belington Elementary in the Spring of 2011 did not make AYP with the scores being Math 35.17 up 1.19 points from 09-10 and reading 37.24 up 5.85 from 09-10. This test has increased with academic rigor and higher level thinking skills. Furthermore, as the assessments progress with their rigor and expectations, Belington Elementary is still failing in our SES cell.

The implications of this data for the school five year plan include a collaborative effort by stakeholders in working together to provide efficient quality instruction with interventions, resources, and academic support over the next year and consecutive years. Higher level thinking skills using powerhouse verbs and blooms taxonomy will be applied in the classrooms as well as extensive data analysis during grade level meetings, scheduled 2 hour delay days, and county wide data analysis to begin the year.

Belington Elementary failed to make ayp in All, white and SES in Math and SES in Reading/language art.

**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.

Historically, the poverty rate in Barbour County has exceeded that of the State of West Virginia. Results of the 2010 second month report indicate a poverty rate of 59.81 percent at Belington Elementary compared to 61.30 percent within the district. This is 7.89 percent above the state average of 51.92 percent. Compared to other counties throughout the state, Barbour County reports a median income for all households of \$28,826 (adjusted to 2005 dollars). This figure is 20.1 percent lower than the median income of the state of West Virginia, which is \$37,057, and is 69.8 percent lower than the median for the rest of the nation, which is \$49,133. The local unemployment rate as of December 2010 is 10.4 percent. The damaging effects of poverty have been well-documented, with studies showing that childhood poverty is highly correlated with poor academic performance and student proficiency in reading and mathematics.

Another key factor impacting student performance at Belington Elementary School is the achievement level of parents within the school district. Based on the most recent data, 72.7 percent of adults have completed high school while 27.3 percent report not graduating from high school. Census data indicates that 44 percent of mothers have graduated from high school, while another 12.4 (53/413) percent have completed a college degree. In all, 11.8 percent of the 16,589 residents of Barbour County have attained a bachelors degree or higher.

The population of Barbour County has grown by 6.6 percent since the 2010 census. However, the student population has decreased by 13 percent during the same time frame. The United States Census Bureau estimates a median age in Barbour County to be 40.3 years old. The 2000 Census indicated a median age of 38.8 years. Although the numbers reflect a growing population in Barbour County, the decline in student population and increasing median age demonstrate that the growth is due to retirees moving to the area. The economic

impact on Barbour County Schools is substantial due to the fact that state aid and local revenues are decreasing and resources are becoming more limited in addressing the educational needs of students.

Barbour county as a whole displayed a total employment of 5, 714 as of 2007 as reported by the West Virginia University College of Business and Economics. The overall population as of 2007 for the county include 15, 484. What we have noticed in the Belington area of Barbour County is that we had a steady increase over a year period where we are now leveling off with enrollment. The increase in years past can be attributed to additional highways such as Corridor H being established and increased work opportunities for the community to commute to. Overall the county exhibits high poverty with a low percentage of adults with an attainment of a degree above high school. Moreover, families are extended with students living with grandparents or being raised by siblings.

As you will see in the Student Achievement section: Total enrollment for Belington Elementary is at 316 with 66.7% low income, 98.42% White, 98.25% attendance rate, and average class sized of 20.7

**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.

Total Enrollment: 316

[Percent Low Income: 66.7%](#)

Percent White: 98.42%

[Attendance Rate: 98.25%](#)

Average Class Size: 20.1

Students are able to communicate their thoughts and organize information to present adequate writing skills.

According to the NCLB Data for School year 2010-2011, the attendance rate for the year was at 98.42%.

Discipline: During the 2010-2011 academic year, there were 23 incidents where students at Belington Elementary School were excluded from class. There were 16 occurrences of ISS, 7 of OSS, and 0 expulsions.

WESTEST Results and NCLB Data1: For the scores, of the 146 students that tested for Math, 35.17% were proficient. Among 146 students tested for Reading, 37.24% were proficient. This data is representative of all the subgroups.

.Dibels

Beginning of year 2011-2012 Benchmark for Dibels: We found K had 50% at Benchmark, 1st grade 57.9 %, 2nd grade 63.8 %, 3rd grade 78.4, 4th grade 59.6% and 5th grade 43.1%.

Beginning of Year 2010-2011 Benchmark for DIBELS: We found in K we had 68% at Benchmark, 1st grade 80%, 2nd Grade 52%, 3rd grade 48%, 4th Grade 38%, and 5th grade at 74%.

**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.

Parents are provided county policy information as well as a handbook, newsletters, and pamphlets indicating the importance, requirements, and expectations for school. As a school, we will utilize our LSIC, PTA, school messenger, newsletter and school Staff for the distribution of communication. The attendance rate for the 2010-2011 academic year was at 98.42% for Belington Elementary School.

Discipline is established at the school and is expected.

**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.

However, the math scores are not showing significant improvement. Reading shows some improvement. Although a higher percent of students are performing at the above mastery and distinguished levels there is not a satisfactory percent of students achieving at these levels.

The overall culture of the school is one that is nurturing, proactive, and family oriented. Many of the teachers know the parents well and have established a good relationship and communication with them. The instructional practices at the school exhibit high quality and dedication of the staff for student learning. On-going professional development is offered.

Identified causes for Belington Elementary not making AYP include lack of experience, lack of writing exposure, and lack of class technology and lack of adequate instruction in tier two and three for our low SES cell.

Our 2010-11 Digital Divide indicates the need for more updated technology. While most of our computers are running Windows XP, good percentage of them are almost 10 years old. The hard drives and memory are insufficient to run many websites from the Internet or peripherals needed to aid instruction. We are gaining laptops and projection devices, but we still need several more to get one into every classroom. This is essential if teachers are to teach 21st Century Skills and therefore raise test scores.

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**

The OEPA team indentified nine high quality standards necessary to improve performance and progress.

- 7.1.1 Curriculum based on content standards and objectives (some teachers could not discuss CSO's were delivered in classroom) Lesson plans were being matched to CSO's
- 7.1.2 High Expectations (sleeping students observed in one classroom)
- 7.1.5 Instructional Strategies (One teacher didn't vary instruction)
- 7.1.6 Instructional materials (Many teachers didn't have weeking writing instruction)
- 7.1.9 Programs of study ( Grade 4 not teaching science and social studies daily)
- 7.2.3 Lesson Plans and Principal feedback (some lesson plans were inadequate for a substitute to use)
- 7.2.4 Data Analysis (grades 3 and 4 didn't use test data to guide curriculum)
- 7.81 Leadership (principal needed more assistance)

Based on the results of the Education Performance Audit and the 4 revised strategic plan, the OEPA recommends that the WV board of Education direct Belington Elementary and Barbour County to correct the findings noted in the report by the next accreditation cycle.

**Root Causes:**

Student performance is declining due to the fact that many of our students come from environments that do not support education and dedication is needed to be successful in the 21st century world. Many of our students come from impoverished homes and do not have resources available to have the assistance from parents/guardians to complete homework or extended activities.

Also, many of the students do not understand the importance of WESTEST 2 and that the results reflect their abilities in academics especially our third grade students who have not had to take a WESTEST. Student behavior has been an issue in the past, therefore a R/P program has been initiated to eliminate poor classroom behavior.

**Prioritized Strategic Issues**

1. Increase the proficiency rates for students in reading.
2. Increase the proficiency rates for students in math.
3. Increase the rigor and relevance of all core subject areas.
4. Increase students' utilization of technology to learn the content standards and objectives.

5. Increase school safety.

1. All students will meet or exceed state, national and international curriculum standards that incorporate acquisition of 21st century skills through engaging opportunities in the arts, health and physical education as well as the core subjects of reading/english/language arts, mathematics, science and social studies.

1. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the elementary level as measured by formative and summative assessments.
2. Student achievement (all AYP subgroups) will continuously increase in mathematics at the elementary level as measured by formative and summative assessments.

Barbour County will develop a plan to ensure that all teachers become Highly Qualified as defined by NCLB

Core Plan Title I

Gather and assess data related to teacher quality.

Develop a plan that addresses recruiting, retraining, and retaining teachers.

Provide tuition reimbursement for teachers who qualify for this benefit as outlined in NCLB and county procedures

Barbour County Schools will recognize the outstanding efforts of teachers through the Teacher of the Year Program.

Critical Skills tutoring will be available to students in the 3rd grade after school 4 days per week.

Kid Reach is available to all students 4 days a week after school.

Tutoring time is available during Instructional Enhancement days

Core Plan Title I Title II Parental Involvement

Implement a comprehensive student support system

Core Plan Title I

Review and Revise a school-wide Positive Behavior Support System

Offer alternative education for disruptive students

Provide social/intervention services to improve attendance, increase graduation rate, decrease drop out rate, decrease suspensions.

Implement a SPL Model for Reading

Core Plan Title I

1. Screen all students K-5 three times per year with DIBELS.
2. Provide Intervention for all students failing to make benchmark.
3. Provide Intervention for all students significantly below benchmark.
4. Progress monitor all students receiving interventions.
5. County employ a literacy coach for literacy support in the elementary level through ARRA-Title 1 funds

Provide professional development for teachers to improve their instructional leadership abilities to positively impact teacher behavior and improve student academic success

Core Plan Title I

Plan transition activities for student success.

Literacy coach is available one day a week to work with teachers

Mentoring is provided within the school and through the county to teachers.

Teachers will deliver CSOs through standards based instruction.

Title I

Teachers and principal will receive current 21st century framework and CSOs on CDs.

Teachers will get professional development on any changes to the CSOs.

Teachers will use researched-based instructional practices to maximize student learning opportunities.

Title I

Teachers grade and/or provide feedback to students on a timely basis.

Teachers will use direct instruction, guided practice, teacher monitoring, reteaching, cooperative learning, and technology to vary their instructional delivery and maximize students' opportunity to learn.

Teachers will use assessment results to guide their instruction.

Utilize the Professional Learning Communities model to improve student achievement.

1. Modify schedules and provide time for Professional Learning Communities to meet every two to three weeks and adjust curriculum and instructional issues to meet the needs of students.
2. Teachers will participate in county-level PLCs to meet two to three times per school year to modify and adjust curriculum and instructional issues, implement new curriculum, and to receive professional development.

2. Through the use of Global 21 content, context and technology tools, students will develop and utilize 21st century learning skills to master the Content Standards/Objectives and to prepare them for successful entry into the workplace or post-secondary education.

- Students will perform at or above benchmark on formative and summative assessments using 21st Century Critical learning skills.

Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems Windows XP or above).

Year	Ratio of students to computers
Year 2011-2012	Target: 3 to 1 Actual 2.9 to 1
Year 2012-2013	Target: 3 to 1 Actual 3.0 to 1

Teachers will use Bloom's Taxonomy to fashion questions and activities to encourage higher-order/critical thinking

Core Plan

Utilize walk-throughs to gather evidence that teachers are utilizing Bloom's Taxonomy to develop questions at higher critical thinking levels

Teachers will use the Teach 21 website and other 21st Century Technology tools to assist them in developing lessons and student projects to attain mastery of the CSOs

**TECH/01 Provide 21st century hardware and a stable, state of the art, 21st century infrastructure for the efficient use of technology.**

Technology

Belington Elementary will benefit from the centralization of our servers, creation of one county domain and the conformity of having one version of Microsoft Office. We will provide computer equipment to each classroom for student-oriented demonstration, research, and record keeping. Through TFS funds and a SIG grant, Belington Elementary will be receiving (5) desktops for the stationary lab, (12) teacher stations, which include a notebook computer, Elmo, data projector, Mobi, speakers, and a cart; and (1) 32-pad set of CPS Personal Responders.

Utilizing state funding, RESA VII Services, and county, and school collaboration to establish sufficient working technology for the

classrooms, students, and the school as a whole, including training on server management for tech specialists and training on use of the Mobies/Elmos. Additional training will be established on an as needed basis.

### **TECH/03 Ensure that the use of telecommunications and internal connections in the schools will enhance student learning**

Technology

The use of the Internet and internal network greatly impacts the learning at Belington Elementary. Students use the Internet for research, for writing practice, testing preparation, technology skills, and enhancements to the subjects taught in the curriculum to meet the CSO's. The internal network is also an integral part of student learning and daily instruction. Each teacher has a folder on the network in which students can access assignments, websites, and/or projects that are used to enhance the curriculum and teach the CSO's. The new, online Accelerated Reader has been installed and is networked throughout the school, as well as our library's online card catalog.

- Collaborate with common feeder school using technology to facilitate cooperative projects.
- Websites are available that increase critical thinking skills, including, but not limited to...Webquests, Virtual Field Trips, and CyberGuides.
- Access to the Internet, WVEIS, and other digital communications is provided to ensure improved communication within a safe environment.
- Teachers will communicate with administration and parents via the Internet, including e-mail.
- An up-to-date website is provided to improve communication between parents, staff, and the community. ([www.wvschools.com/bes](http://www.wvschools.com/bes))
- Teachers will use Acuity and WV Writes to assess students.

### **TECH/04 Provide increased access for students and teachers to 21st century tools and resources.**

Technology

Belington Elementary is working hard to obtain the necessary technology to better prepare our students for the 21st century. Our goal is to update antiquated equipment that no longer supports software functionality and add to inventory new and cutting edge technologies for teacher and student use. TFS funds, along with a SIG grant, are used to update outdated computers and purchase Mobis, Elmos, data projectors and laptops. These funds will enable us to have a Teacher Station (notebook computer, data projector, Elmo, Mobi, and speakers) for every classroom teacher. Our local funds are very limited, but we have been able to add 7 Elmos for 7 teachers and 3 teacher station carts. Future goals are to replace antiquated desktops in every classroom.

### **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.**

Technology

- Staff members will be monitored on techSteps completion.
- Implementation of techSteps learning resource as an integration tool for teachers to allow students to ready themselves for the 21st century
- TIS available for support.
- Cyber bullying will be addressed through the use of techSteps lessons.
- Use of networked software to introduce, reinforce, and enrich core content areas as well as writing skills curriculum. This includes the use of Accelerated Reader.
- Distance learning opportunities will be provided to students as appropriate.

**TECH/06 Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.**

Technology

Establish a two-way communication between the school and home utilizing strategies such as parent-teacher conferences, regular phone calls, web site, emails, newsletters, Parent Link calls, etc.

Parent Link (an automated caller messaging system) will be used for mass communication among the parents. E-mail and personal phone calls will be used as a preferred means of one-on-one parent communication.

Our school is currently using the Home Connect component of Accelerated Reader. Parents have the opportunity to view their child's AR scores from home, as well as set up the e-mail feature, allowing them to receive an e-mail informing them of their child's progress everytime a quiz is taken at school.

**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.**

Technology

Ongoing and sustained training of staff in the innovative strategies of technology integrations into the curriculum (use of data projectors, Interwrite boards, Elmos, etc.)

Full implementation of techSteps in grades K-5

Training to new staff members on the use of e-mail. Access accounts will be issued. Accounts will be used for communication purposes.

Provide training to instructional personnel in use of web-based educational support (acuity, WV writes, tech-steps, Everyday Math)

Training will take place on ISE days, scheduled 2 hr. delays, and after school.

\*Odyssey training is not needed, as our district does not implement this software.

**TECH/08 Maintain and repair all 21st century tools and internal connections.**

Technology

Maintain/repair equipment as the need arises, in a timely manner.

Replace and maintain equipment that is not functioning.

Improve infrastructure & networking software to allow for improved technology integration, enhanced learning, and improved student achievement.

Use of the Symantic Anti-virus software that is provided through the WV department of Education.

Provide deep freeze to protect units from corruption.

Make use of Microsoft updates to keep computers up-to-date.

Equipment is repaired and maintained by the school TIS, county TSS, and/or technicians from RESA 7.

TECH/09 To collaborate with adult literacy providers to provide 21st century skills for community.

#### Technology

Investigate grants and other learning opportunities to foster collaboration with the community.

Offer technology training and updates to parents during scheduled parent meetings. Partner with the WVDE to offer adult literacy programs when offerings are available.

3. All students will develop the personal skills and dispositions of wellness, responsibility, cultural awareness, self direction, ethical character and good citizenship in an environment that is caring and safe.

- 1. Decrease the number students that receive out-of-school suspensions for violations of the Student Code of Conduct
- 2. Maintain zero Safe School violations committed by adults in our schools
- 3. Continue to increase safety in the school through building modifications as mentioned in the CEFPP
- 4. Maintain communications with emergency and/or support services throughout Barbour County.
- 5. Continue to use behavior supports to decrease student discipline problems integrated with the Code of Conduct.

Distribute a Student Handbook to all students and adults to enhance understanding of expected behavior.

Parental Involvement

Review the school's Safety Plan with all staff.

Schedule drills throughout the school year to practice: fire drills, lock-downs, code red, code white, etc. so that all people in the school facility understand how to respond in each circumstance.

The Safety Committee will meet quarterly to review and/or modify the school's safety plan

<b>Beginning Date</b>	<b>Ending Date</b>	<b>Other Date</b>	<b>Related Goal(s)</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode</b>	<b>Funding Source(s)</b>	<b>Local Use</b>
Jun 13, 2011	Jun 17, 2011		1, 3, 5	Support for Personalized Learning - Strategies for Reading	Elementary Teachers	Trainer Led	Title I and II	
Jul 17, 2011	Jul 22, 2011		1	Teacher Institute for Kindergarten	Kindergarten Teachers	Teacher Led	Title I	
Aug 02, 2011	Aug 03, 2011		1, 2, 3, 4	Administrative Leadership Forum	County Level Administrators	Trainer Led	Title II	
Aug 02, 2011	Aug 05, 2011		1	National Board Certification Take One	Teachers	Trainer Led	CPD	
Aug 08, 2011	Aug 08, 2011		1, 2, 3, 4	Surviving in Today's Public Schools	Professional Personnel	Trainer Led		
Aug 09, 2011	Aug 09, 2011		1	Special Education Training	Teachers	Trainer Led		
Aug 10, 2011	Aug 10, 2011		1	Common Core Standards and Objectives	Kindergarten Teachers	Trainer Led and PLC	Title I	
Aug 11, 2011	Aug 11, 2011		1, 2, 3	Parent Involvement Strategies	Teachers and Administrators	Trainer Led	Title I and II	
Aug 11, 2011	Aug 11, 2011		1	Lesson Plans and CSO's	Teachers	Trainer Led	Title II	
Aug 11, 2011	Aug 11, 2011		1, 2, 3, 4	RESA 7 Administrators Forum	Administrators	Trainer Led	RESA	
Aug 15, 2011	Aug 15, 2011		1	Math Across the Curriculum	Teachers	Trainer Led	Title II	
Aug 15, 2011	Aug 15, 2011		1	Project Based Learning	Teachers	Trainer Led	Title II	
Aug 15, 2011	Aug 15, 2011		1	Writing Across the Curriculum	Teachers	Trainer Led	Title II	
Aug 15, 2011	Aug 15, 2011		1, 2, 3, 4	County Leadership Meeting	Teachers	Trainer Led		
Aug 15, 2011	Aug 15, 2011		1	DIBELS Next	K-6 Reading Teachers	Trainer Led	Title I and II	
Aug 15, 2011	Jun 15, 2012	Twice during the school year	1	Literacy	Teachers	Trainer Led	Title I	
Aug 15, 2011	Jun 15, 2012	Twice during the school year	1	Literacy	Teachers	Trainer Led	Title I	
Aug 16, 2011	Aug 16, 2011		1, 3, 4	WESTEST2, Formative Assessments Data	Professional Staff	Trainer Led		
Aug 16, 2011	Aug 16, 2011		1, 3, 4	Curriculum Mapping and School Improvement Strategies	Professional Staff	Trainer Led		
Aug 16, 2011	Aug 16, 2011		1, 2, 3, 4	Data Analysis	Teachers	Trainer Led	Title I	
Aug 30, 2011	Aug 30, 2011		1	Leadership for Administrators	Administrators	Trainer Led		
Sep 05, 2011	Jun 01, 2012	Training will be provided throughout the school year as needed	2	Access Internet Accounts	New staff	Trainer Led		
Oct 03, 2011	Oct 03, 2011		1	Acuity and WV Writes Training	Classroom Teachers	Trainer Led		
Oct 03, 2011	Oct 31, 2011		1, 2	New Accelerated Reader Program	Classroom Teachers	Trainer Led		

Oct 18, 2011	Oct 19, 2011		1	Beginning Teacher Academy - Classroom Management Part	Beginning Teachers	Trainer Led	CPD	
Oct 31, 2011	Nov 02, 2011		2, 3	WV Council for Exceptional Children	Selected Teachers	Trainer Led		
Nov 09, 2011	Nov 10, 2011		1, 3	Beginning Teacher Academy - A Framework for Understanding Poverty	Beginning Teachers	Trainer Led	WV CPD	
Nov 15, 2011	Nov 15, 2011	Other dates include: 12/6, 3/13, 3/27	1	Number Sense in Elementary Mathematics	Elementary Math Teachers	WVDE Led	Title II	
Nov 15, 2011	Nov 15, 2011	RESA 7	2	Regional techSteps Leadership Training	Selected Personnel/Technology Integration Specialists	Trainer Led		
Jan 11, 2012	Feb 29, 2012		1, 2, 3, 4	eLearning from WVDE Winter Semester	Teachers	Online		
Feb 01, 2012	May 01, 2012	Specific date TBD	1, 2, 3, 4	Elmo/Mobi Training	Classroom Teachers	Trainer Led		
Mar 06, 2012	Apr 24, 2012		1, 2, 3, 4	eLearns from WVDE Spring Semester	Teachers	Online		
May 18, 2012	May 18, 2012	RESA 7	1, 2	FM System	Speech/Language Therapists	This is an "In lieu" class.		

## 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
Nina Norris	Title I Reading Teacher	K-6 Multi-subject, MA Reading K-12
Kristie Freeman	Title I Reading Teacher	K-8 Multi-subject, MA Reading K-12
Lynn Luvara	Title I Reading Teacher	K-8 Multi-subject, MA Reading K-12
Erin Finchman	Pre-K Teacher	Early Ed.,Ma, EISE: MA
Becky Green	Pre-K Aide	High School Diploma
Donna Endler	Kindergarten Teacher	1-6 Elementary Ed., Early Ed., Math 4-8
Dawn Kennedy	Kindergarten Aide	High School Diploma
Patty Cleavenger	Kindergarten Teacher	K-6 Elementary Ed., MA Early Childhood
Debra Bolyard	Kindergarten Aide	High School Diploma
Jamie Wright Greene	Fifth Grade Teacher	K-8 Multi-subject, MA + 30
Laura Frey	First Grade Teacher	K-8 Multi-subject
Samantha Golden	Second Grade Teacher	K-6 Elementary Ed.
Cynthia Fitzwater	First Grade Teacher	1-6 Elementary Ed.
Nancy Shaffer	Second Grade Teacher	1-9 Elementary Ed.
Judy McDaniel	Third Grade Teacher	1-6 Elementary Ed., 4-8 Math, Science
Diana Bibey	Fourth Grade Teacher	1-6 Elementary Ed., MA Adult Ed.
Odie Cassidy	Third Grade Teacher	K-8 Multi-subject, MA Reading
Nancy Kelley	Fourth Grade Teacher	1-6 Elementary Ed.
Jana Lee Ruf	Library Media/Technology Integration Specialist	Library Media PK-12; TIS PK-Adult; 1-8 Elementary . Ed., K-8 Multi-subject, 4-8 Math, 4-8 Social Studies, MA+45 Curriculum & Instruction
Kristen Collier	Kindergarten Grade Teacher	K-6 Multi-subject, MA Communication
Donna Phillips	Fifth Grade Teacher	1-6 Elementary Ed., MA Elementary Ed.

Jodi Devores	First Grade Teacher	1-6 Elementary Ed., MR K-12
Kathy Chittester	MI Teacher	K-12 MI & SLD
Gloria McLean	Music	K-12 Music Education
Josh Kittle	Physical Education/Health	K-12 Physical Education, 5-12 Health Education
Kelli Kittle	Kindergarten Aid	High School Diploma
Kandace Campbell	HI/Multi.,	1-6 Elementary Ed
	Interpreter/ Aid	AA Sign Language Interpreter

**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.)

The County and school will ensure that professionals who are hired meet the HQT requirements. Tuition reimbursement for staff in core subjects will be used to help recruit and retain teachers. Annual attestations will continue to be included for the LEA. The building principal will distribute information for parents "Parent Right to Know" staff qualifications through direct mailing and through the county and school handbook.

AYP Status including WESTEST 2 results will be disseminated in the schools to the teachers, principal, and community through e-mail, memos, county administrative meetings, school orientations, newsletters, newspaper articles, PTA/PTO activities, school website, and Local School Improvement Council.

Teachers will be given opportunities to gain 21st Century knowledge by professional development throughout the year with stipend or continuing ed credit offered. This professional development will be given by trained professionals of Language Essentials for Teachers of Reading and Spelling (LETRS) as well as nationally recognized leaders (Dr. Carol Tolman and Dr. Mary Dahlgren) to encourage and support literacy in our school. The school has a positive environment which provides an optimal working situation. Teachers are provided with trainings needed in order to be successful with students for example in comprehension LETRS Module 6: Digging for Meaning: Teaching Text Comprehension, LETRS Module 11 Writing: A Road to Reading Comprehension, and Visualizing and Verbalizing: for fluency, Read Naturally training as well as a refresher of the LETRS Module 5 Getting Up to Speed, in vocabulary Module 4 The Mighty Word: Building Vocabulary and Oral Language and strategies by the Florida Center for Reading Research, in phonics phoneme grapheme mapping and WVDE Explicit Phonics Lessons.

Substitutes are also encouraged to participate in professional development.

Teachers are put into grade level teams to be given support by peers and a Title I Reading Specialist. A Literacy coach meets with teachers regularly to help and support with strategies and data.

Teachers are given an opportunity to receive ELMOs and other technical support as money is available and needs determined.

**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
Nina Norris	Title I Reading	The title one specialist is used in collaborative model to assist teachers and progress monitor students in order to increase achievement. The Title 1 teacher works with small groups as well as in class with the students that have been targeted for reinforcement. Interventions, replacement and additional services. The Title one Teacher works in the classroom with individual or small groups and to also assist the teacher in developing centers and designing lessons geared toward the reading core. The title one teacher also arranges parent trainings and is a member of the Title one steering committee.
Kristie Freeman	Title I Reading	The title one specialist is used in collaborative model to assist teachers and progress monitor students in order to increase achievement. The Title 1 teacher works with small groups as well as in class with the students that have been targeted for reinforcement. Interventions, replacement and additional services. The Title one Teacher works in the classroom with individual or small groups and to also assist the teacher in developing centers and designing lessons geared toward the reading core. The title one teacher also arranges parent trainings and is a member of the Title one steering committee.
		The title one specialist is used in collaborative model to assist teachers and progress monitor students in order to increase achievement. The Title 1 teacher works with small groups as well as in class with the students that have been targeted for reinforcement.

Lynn Luvara	Title I Reading	Interventions, replacement and additional services. The Title one Teacher works in the classroom with individual or small groups and to also assist the teacher in developing centers and designing lessons geared toward the reading core. The title one teacher also arranges parent trainings and is a member of the Title one steering committee.

**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.**

Students are identified by DIBELS screening, QPS, Spelling inventories, or WESTEST2 Analysis in kindergarten through fifth grade.

Students who are identified as intensive or strategic intervention based on the data collected. The low socioeconomic students who were not able to meet the standards of the WESTEST 2 assessment during 2010-2011 school year are targeted by Title I Reading Specialist who are highly trained in specific programs such as the Intensive Phonological Awareness Program and the Wilson's Phonics programs for primary and intermediate students to develop the instructional needs of these students.

Grade level teams meet monthly to review what strategies they are using to increase performance with identified students. These include Title 1 program, meetings with parents, peer tutoring, small group and individual instruction, and programs that are provided by the Speech and Communication teacher. Students are monitored by DIBELS progress monitoring, core assessments, informal assessments, and spelling inventories.

Critical skill instruction is provided four days a week to third grade to target reading and math.

**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.**

The pre-school program is introduced to parents and students prior to the school year in the spring during pre-registration with teachers meeting prospective students as well as with home visits in the fall. Parents receive a letter in the summer to introduce their child's teacher and schedule a parent/student orientation. There is also a pre-school only orientation day at the school. In order for a smooth transition there is a rotation of only half of the pre-school class attending the first day and the other half the next.

In order to make the transition from pre-school, Head Start, or any other early education program to kindergarten a number of steps will be taken. First, an attempt will be made to identify all prospective kindergarten enrollees for the next school year. Secondly, a pre-registration date will be scheduled for February or early March. Parents of all prospective students will be notified. The kindergarten and preschool teacher have a transition meeting to discuss each child's assessment data. At the pre-registration, parents will meet with kindergarten staff and complete the necessary registration information. Students will also be introduced to the staff and become familiar with the setting. Students will be tested for hearing, speech, or vision problems at this time, as well. Prior to the opening of school, an orientation program will be scheduled. The kindergarten teacher will notify parents of the session. Parents will bring their children to school and be given opportunity to see their child's classroom, the parents will be informed of kindergarten procedures and methods, while students will have

an opportunity to become familiar with the classroom, the teacher and instructional aide. Along with the other transition steps, this will be designed to assist in building teacher-parent-student rapport.

A "move-up" day will be held at the end of the school year for all students. Students will have the opportunity to visit the classroom and teacher that they will have the next school year.

**5. Parent Involvement:**

<i>Parent Trainings/Workshops</i>			
<b>Title of Session</b>	<b>Provide a brief description of the session</b>	<b>Presenter</b>	<b>Date</b>
Meet Your Teacher Night	Introduction to CSOs, grading systems & class policies; Parent Right to Know, Title one, ect	Classroom Teachers	August 18 , 2011
Standards based math	Parents will be able to ask questions and receive information about our new math program	Classroom teachers	November 2nd, 2011
Dibels presentation and training	parents will be instructed on how to interpret dibel scores	Title one teachers	November 2nd, 2011
Westest 2 info and training	Tips for Test Taking, and preparing for westest 2	teachers 3-5	November 2nd, 2011
Westest prep for parents	Strategies for Parents	Title I Teachers	March 2011
Parent teacher Organization	BES faculty and parents come together to provide fundraisers, programs, activities, and incentives for students and parental involvement opportunities	PTO President	Sept 2011-May 2012
<i>Other Activities and Correspondence for Parent Involvement</i>			
<b>Activity or Correspondence</b>	<b>Frequency</b>		
Summer Reading Celebration	Yearly		
PTA	Monthly		
Field Day	Yearly		
Open House	Yearly		
School Parties	Three times per year		
Graduation/End of the Year Celebration	Yearly		
LSIC/Steering Committee	Quarterly		
Parent Link	1 time a Semester		
School Newsletter/ <i>Reading Connection</i> Newsletter (Title I)	Monthly		

**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.

## **School Parental Involvement Policy**

### **PART I. GENERAL EXPECTATIONS**

Belington 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. Belington 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:

*Barbour County Schools will develop the county's district-wide parental involvement plan in cooperation with the county's steering committee. This plan will then be distributed to all participating families.*

2. Belington 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 :

*A. A Parent Meeting is held at the Barbour County Board of Education annually. Parents will be notified of the date of this meeting through the county newspaper. B. Parent Meetings are held at the Belington Elementary School throughout the school year. Parents will be notified through the monthly school newspaper. C. The Steering Committee, working in coordination with the Local School Improvement Council, will survey parents, analyze the results, and then make the necessary changes the committee recommends.*

3. Belington 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.

Belington Elementary holds an Open House to inform parents of the Title I program and parents' rights of participation.

4 Belington 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.

Parents receive student's DIBELS scores and can check on Progress Monitoring Scores. Parents are given a description of what these scores measure several times throughout the year. The school's curriculum is presented to parents at Open House and additional PTA meetings. Proficiency levels are communicated on Progress Reports and Report Cards.

5. Belington 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:

*Parents will be encouraged to visit the Parent Resource Center that will provide resources and a parent “on call” to help parents with domestic problems, to work with parents and the school in developing IEP’s, and with other school issues that may occur throughout the school year. B. Parents will be invitee to at attend the school’s Open House, PTA, school activities, and Parent Teacher Conferences.*

6. Belington 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:  
Students will receive their WESTEST 2 scores.

7. Belington 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 mailed to each students parent that is taught by a teacher who is not highly qualified.*

8. Belington 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:

*The Westest 2 results will be given to each child’s parents. Parents will be invited to meet child’s teacher to review their child’s Westest 2 results. Parents are invited to come to school for Parent/Teacher Conferences, Open House/Back to School Night, and retention conferences. Parents are sent a monthly newsletter, The Roadrunner, which can also be viewed on the school’s web site. Parents receive cards, letters, phone calls, notes and e-mails from the school’s staff. Parents can also meet with the school staff at PTA and PTA activities.*

9. Belington 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.

*Having parent meetings to help parents learn how to help their child with math, reading, and DIBEL test results.*

10. Belington 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:

Communication tools will be used throughout the school year. Weekly Parent Newsletters are sent home. Phone calls and e-mails will be utilized for two-way communication between parents and staff.

11. Belington Elementary School 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:

*Head Start students come for a visit to our kindergarten classes in the spring. They are invited to meet the teachers and tour the school.*

12. Belington 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:

### **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:

- 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 **Belington Elementary School** on 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 **June 10, 2012**

Cindy Vance-Sigley \_\_\_\_\_  
*(Signature of Authorized Official)*  
 August 18, 2011 \_\_\_\_\_  
*(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**

**SCHOOL-PARENT COMPACT**

Belington 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.

## School Responsibilities

**Belington 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:**

*Belington Elementary School has adopted a Core Reading Program. Appropriate interventions have also been adopted.*

- 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:

*October 31, 2011*

*January 19, 2011*

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*Midterm reports will be sent home with student of their progress.  
Report cards will be sent home with the students every nine weeks.*

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*In addition to Parent Conferences, staff are available to parents through telephone or scheduled appointment daily on their planning period. Appointments to see staff may be set every other month on the IS Day. Staff may also be contacted through e-mails.*

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

Parents may observe classrooms at any time. Parents may sign up to volunteer in the child's class for needed activities.

## 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 their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children'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, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Belington Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. 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 convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to 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.
6. On the request of parents, provide opportunities for regular meetings 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.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. 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).

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School

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Parent(s)

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Student

\_\_\_\_\_

Date

\_\_\_\_\_

Date

\_\_\_\_\_

Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

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

Belington Elementary will take the following actions to involve parents in the process of school review and improvement;

1. Hold annual open house/orientation
2. Parent-teacher organizational activities and events
3. LSIC improvement council for parents and students
4. Title one steering committee meetings. The Belington Elementary School Title I Committee will take the lead in this area. The committee assists with the development of the Title I plan and helps evaluate the program throughout the year. The committee will develop surveys, tabulate results, and propose changes that will become part of our Title I plan.
5. The strategic goals and action steps are presented to the LSIC, for review in September.
6. Parents who attend the LSIC are asked for comments or suggestions to the five year plan. The five year plan is posted on our school website for parent review and feedback.

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

Federal funding is used to support our 5 year strategic plan in the following ways

Professional Development support Title 1 and Title 2 funds

Parent involvement activities funded by Title 1 funds

Critical skills tutoring is offered after school to grade 3 in Math and reading

Kid reach(after-school) is available to all students grades K-5

Character Education-students of the month are picked based on character traits and the students demonstration of the character trait.

Respect and protection is in place during recess where students who have violations sit with a teacher and review their behavior and how to correct their actions. Students with less than 5 violations a month get to have an incentive(PBS)

Lunch and breakfast is offered daily with breakfast to go currently offered one day a week. Salad bar is offered daily with lunch.

**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.**

Grade level teams meet monthly to review what strategies they are using to increase performance with identified students. These include Title 1 program, meetings with parents, peer tutoring, small group and individual instruction, and programs that are provided by the Speech and Communication teacher. Students are monitored by DIBELS progress monitoring, core assessments, informal assessments, and spelling inventories. Professional Learning Communities at the school and county level are used to look at the results from all assessments and determine the steps the instruction needs to take. Student groups are developed and adjusted after looking at this data. Groups are designed based on instructional needs.

Students are identified by DIBELS screening, QPS, Spelling inventories, or WESTEST2 Analysis in kindergarten through fifth grade.

Students who are identified as intensive or strategic receive intervention based on the data collected. The low socioeconomic students who were not able to meet the standards of the WESTEST 2 assessment during 2010-2011 school year are targeted by Title I Reading Specialist who are highly trained in specific programs such as Intensive Phonological Awareness Program and the Wilson's Phonics programs for primary and intermediate students.

**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.**

Teachers are trained in August to interpret data and to use the data to drive their instruction. Grade level teams meet monthly to assess and evaluate data to determine continual student placement.

Teachers are given professional development of research based practices during the summer and throughout the school year to support learning in the classroom and is monitored by the principal using a checklist of predetermined criteria.

Annually the state's assessment results are analyzed by all teachers and the information is used to drive instruction for the school year. Individual student results are used along with grade level data in order to improve instruction and target individual student need. The county provides opportunities for teachers to take part in book studies dealing with student, parent, and teacher communication and how to support the building of those relationships.

**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.**

Professional Learning Communities meet in the school twice a month. (At the county level they meet three times per year.) To allow for data analysis, instructional assistance and planning for student success. Cooperative planning is done by grade level teachers weekly and used to gain assistance, feedback and support for their classrooms.

The Staff at Belington Elementary communicates and interacts with parents, weekly, Staff members are asked to write in agendas or converse through phone with parents their concerns, celebrations and student efforts.

In addition to school offerings there are additional opportunities provided through county, region, and state. Barbour County Schools provide an online database that lists professional development opportunities for staff in the county. RESA VII utilizes many opportunities in their online calendar and through notifications to the county to further gain staff participation in professional development. Finally, the West Virginia Center for Professional Development provides distinct services for training for staff, personnel and administration in efforts to further educate and enhance the abilities of the participants.

Plannings are monitored by effectiveness. They are on a continuous improvement plan. Grade levels share effective practices of instruction and learn from their cohorts.

Trained staff within the county gives workshops of programs that are being used for specific skills (vocabulary, fluency, etc.) throughout

the school year to provide students with best practices in instruction.



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.

Belington Elementary School will continue yearly updates to ensure that students and staff have the adequate equipment to meet our students instructional needs and the continual growth of the teachers in 21st Century tools. Based on the data from our 2011 Digital Divide, we need to work on the following areas:

- Update antiquated equipment. While almost all of our computers are running Windows XP, many of them are almost 10 years old. The hard drives are failing and the RAM is not sufficient.
- Add additional computers running Windows 7.
- Acquire enough technology stations so each teacher has his/her own laptop, data projector, Mobi, and Elmo.
- Acquire an additional mobile lab to meet the needs of technology integration and continuing online assessment.
- Update MS Office so that every computer is running at least version 2007.

**Section 1: Profile Information**

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

<b>Location</b>	<b>Total Number</b>
<b>Classrooms:</b>	<input type="text" value="19"/>
<b>Buildings:</b>	<input type="text" value="1"/>
<b>Administrative Offices:</b>	<input type="text" value="4"/>
<b>Non-Instructional Offices:</b>	<input type="text" value="3"/>
<b>Library Media Center:</b>	<input type="text" value="1"/>
<b>Stationary Computer Lab:</b>	<input type="text" value="1"/>
<b>Mobile Computer Lab:</b>	<input type="text" value="1"/>
<b>Students:</b>	<input type="text" value="327"/>

**Grade Configuration:**  -

**School Web Page Address:**  
<http://www.wvschools.com/bes>

- 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 09/15/2011 09:09 by CLV02201

**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="19"/>
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="125"/>
Number of drops in the school (drops are defined as wired connections that access the Internet)	<input type="text" value="108"/>

Do you have wireless connectivity in the school?

Yes  No

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

39

Section last modified 09/12/2011 12:09 by CLV02201

**Section 3 and 4: Desktop, Notebook and Netbook Computers**

		Windows			Apple OSX	Linux	Totals
		Windows XP	Vista	Windows 7			
<b>Administrative Computers</b>	<b>Desktops</b>	2	0	1	0	0	3
	<b>Notebooks</b>	1	0	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Non-Instructional Computers</b>	<b>Desktops</b>	2	0	0	0	0	2
	<b>Notebooks</b>	1	0	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Student Computers</b>	<b>Desktops</b>	46	0	0	0	0	46
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Teacher Computers</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	1	5	2	0	0	8
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Library Media Centers</b>	<b>Desktops</b>	6	0	1	0	0	7
	<b>Notebooks</b>	1	0	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Stationary Lab</b>	<b>Desktops</b>	28	0	0	0	0	28
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Mobile Lab</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	26	2	0	0	0	28
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Totals</b>		114	7	4	0	0	125

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### Section iPads: iPads

	iPads
Administrative Computers	<input type="text" value="1"/>
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"/>
<b>Total Number of iPads in School</b>	<b>1</b>

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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

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?

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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.

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
21	0	21
7	0	7

Projection Devices

Electronic White Boards

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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.

24

7.2 Number of teachers trained for 0 hours.

10

7.3 Number of teachers trained for 1-5 hours.

11

7.4 Number of teachers trained for 6-15 hours.

1

7.5 Number of teachers trained for 16-25 hours.

0

7.6 Number of teachers trained for 26-50 hours.

0

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).

23

**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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