

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

The members of the West Blocton Elementary School faculty developed the Continuous Improvement Plan that is currently in place in the school. This plan relies on academic assessments in identifying struggling students.

- During grade level meetings teachers discuss assessment data and research based strategies to determine any needed changes in instruction.
- The classroom teachers determine pacing of curriculum and make decisions regarding the grouping of students through the assessment of all students within the first month of school.
- Teachers use the assessment data to determine professional needs, the purchase of teacher resources, and textbooks.
- Teachers develop and revise the Reading Assessment Plan yearly.

Assessment data is used to determine students who will be referred to BBSST. The RTI/PST team develops an intervention plan for all referred students.

All of our planning reflects West Blocton Elementary's vision statement: To Provide an environment that nurtures, guides and challenges all students to become lifelong learners who can reach their maximum potential.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Karen Hubbard	Principal
Mechele Barrow	Teacher
Dianna Bush	Teacher
Tonya Watkins	Teacher
Tammy Morton	Reading Coach
Trent Bamberg	Counselor
Rechelle Wiggins	Media Specialist
Kim Grady	Parent
Rachel Brown	Parent
Tammy Pierson	Parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The needs assessment portion of the plan was developed through the collaboration of several committees. Data is studied throughout the school year; however, data meetings held during May by the grade level teams determine needs of the school and form specific reform strategies to address those needs. Needs based on DIBELS, SAT-10 and ARMT data are compiled to formulate a plan to address those needs. The plan utilizes the school's current teaching strategies and priorities as well as new strategies. In addition to academic data, other areas of need are also addressed. Parent surveys, health fair results, and attendance reports for teachers and students are reported.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

- In order to ensure the hiring of highly qualified personnel the Central Office is contacted for applications for the vacant teaching position(s). The applications have been checked for accuracy and authenticity at the Central Office.
- Appointments are scheduled for interviewing. During the interview, prospective teachers are asked if they are highly qualified, and if they are Alabama Reading Initiative trained. If they are not ARI trained, they must be willing to be trained immediately if hired.
- The grade level personnel that will work with the new applicant are invited to participate in the interview process. The applicant is asked specific questions dealing with assessment, curriculum, instruction, and discipline.

Teaching assignments are determined by area of certification, school need, and experience. The grade level preference of the teacher is also given a high priority when making teaching assignments.

Number and percentage of teachers Non-HQT:

Zero percent of teachers a

Number and percentage of Classes Taught by Non-HQT:

Zero percent of teachers a

Alabama High School Graduation Exam (AHSGE):

Strengths:

According to West Blocton High School (WBHS):

Reading: (10th grade):Obj. IV-4 (Demonstrate reference material usage) and Obj. I-3 (Following directions) were strengths in Spring 2010.

Math (All Students): Obj. IV-1 (Find perimeter, circumference, area and volume) and Obj. IV-2 (Find distance midpoint, slope) were both strengths in Spring 2010

Weaknesses:

According to West Blocton High School (WBHS):

Reading: (10th grade): Less than 25% of 10th graders mastered Obj. II-5 (Recognize summary statements) and Obj. III-3 (Understand figurative language).

Math (All Students): Less than 5% of all students tested mastered Obj. II-2 (Solve quadratic equations), Obj. III-2 (Find the range of functions), and Obj. IV-1 (Translate: Verbal/Symbolic)

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Third and Fourth Grade participated in the ARMT Pilot Test at the beginning of May. Each grade level administered a portion of the test to students.

Third Grade Reading Subgroup Strengths

- 75% mean correct – Demonstrate reading vocabulary knowledge

Fourth Grade Reading 2010-2011

- 92% of students scored proficient in reading
- 61% scored level IV
- 31% scored level III

Fourth Grade Reading Subgroup Strengths

- 80% mean correct – Demonstrate word recognition skills
- 81% mean correct – Demonstrate reading vocabulary knowledge

Third Grade Math 2010-2011

Third Grade Math Subgroup Strengths

- 78% correct – Compare, order, and expand whole numbers

Fourth Grade Math Subgroup Strengths

- 87% mean correct in writing money amounts in words, dollars, and cent notations
- 83% mean correct in adding and subtracting fractions with common denominators

Weaknesses:

Third Grade Reading 2010-2011

- 65% of students scored proficient in reading
- 36% scored level IV
- 29% scored level III

Weighted non-proficiency indicated a deficit in reading comprehension based on 36% scoring non-proficient.

Third Grade Reading Subgroup Weaknesses

50% mean correct -- Use strategies to comprehend literary/recreational materials

53% mean correct -- Use strategies to comprehend functional and textual/informational materials

The poverty subgroup went from 91% proficiency in 2010 to 53% proficiency in 2011.

Fourth Grade Reading Subgroup Weaknesses

- 68% mean correct – Use strategies to comprehend literary/recreational materials
- 57% mean correct – Use strategies to comprehend functional and textual/informational materials

Third Grade Math 2010-2011

43% were proficient

Third Grade Math Subgroup Weaknesses

- 40% mean correct -- Use coins to make change
 - 40% mean correct - Model equivalent forms of fractions
 - 48% mean correct - Recognize data as categorical or numerical
- 37% mean correct -- Determine the likelihood of different outcomes of simple events
All students decreased from 63% proficient to 42% proficient.

Fourth Grade Math 2010-2011

65% of students scored proficient in math

Fourth Grade Math Subgroup Weaknesses

- 43% mean correct in multiplying and dividing whole numbers
 - 45% mean correct in recognizing equivalent forms of fractions and decimals
- 43% mean correct -- rename improper fractions as mixed numbers and mixed numbers as improper fractions
- 65% mean correct in finding locations on a map or grid using ordered pairs
 - 75% means correct in comparing and ordering decimals and whole numbers
 - 65% mean correct in finding locations on a map or grid using ordered pairs

Alabama Science Assessment:

Strengths:

We are an AMSTI school and all teachers have been trained in the science kits, vigorously preparing our students for the 5th grade Alabama Science Assessment.

According to the School Summary report from West Blocton Middle School:

75% of the 125 students tested scored a Level 3 or 4 which meets or exceeds the standards

The main strength noted is in Earth and Space Science.

Weaknesses:

West Blocton Elementary School and Woodstock Elementary School are the feeder schools into West Blocton Middle School; therefore, we both share responsibility for the success/failure of the students taking the 5th grade Alabama Science Assessment.

Stanford 10:

Strengths:

Third grade reading 2010-2011

66% of students scored average or above average in reading vocabulary

69% of students scored average or above average in reading comprehension

Fourth grade reading 2010-2011

- 93% of students scored average or above average in reading vocabulary

- 93% of students scored average or above average in reading comprehension

Third grade math 2010-2011

- 65% of students scored average or above average in mathematics procedures

Fourth grade math 2010-2011

- 82% of students scored average or above average in mathematics problem solving

- 80% of students scored average or above average in mathematics procedures

Fourth Grade Exceptionality Data -- Reading

One student with the SLD exceptionality scored at and above average with 5th and 6th stanines in reading vocabulary and reading comprehension.

One student with the OHI exceptionality scored average with 5th stanine in reading vocabulary.

Weaknesses:

Third grade reading 2010-2011

54% of students scored in or below the 3rd stanine in structural analysis of word study.

Weighted non-proficiency indicated a deficit in reading comprehension based on 39% scoring non-proficient.

Fourth grade reading 2010-2011

16% of students scored in or below the 3rd stanine in strategies of multiple meaning words

Third grade math 2010-2011

- 62% of students scored average or above average in mathematics problem solving
- 5% of students scored above average in estimation of mathematics problem solving

Fourth grade math 2010-2011

- 18% of students scored below average in mathematics problem solving
- 22% of students scored below average in patterns/relationships/algebra of mathematics problem solving

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Fall DIBELS benchmark 2011:
 78% of 1st grade students scored Low-Risk on Nonsense Word Fluency
 4% of 2nd grade students scored At Risk on Oral Reading Fluency

Weaknesses:

Fall DIBELS benchmark 2011:
 68% of kindergarten students scored Low-Risk on Initial Sounds Fluency
 48% of 4th grade students scored Low-Risk on Oral Reading Fluency

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

The ADAW was discontinued -- information given by J. Sosebee at West Blocton Middle School.

Weaknesses:

The ADAW was discontinued -- information given by J. Sosebee at West Blocton Middle School.

ACCESS for English Language Learners (ELLs):

Strengths:

The Bibb County district provides an ELL tutor who monitors ELL students frequently.

Weaknesses:

The district ELL tutor speaks only English.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

- Standard I 1.1 Deep knowledge of subject matter content
- Standard I 1.5 Meets the needs of individual learners
- Standard II 2.1 Classroom management and organization

Weaknesses:

Standard 3: 3.5 Solves mathematical problems across all subject areas
Writing across the curriculum

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)

Strengths:

- The Bibb County Board of Education provides ample opportunities for professional development.
 - All classrooms at WBES have mounted projectors.
 - All homeroom teachers have Mobi, E-beam, or Mimio equipment.
 - Teachers use online videos to reinforce concepts in the classroom.
 - All students in grades 2-4 will use Education City, a research-based interactive math program to assess and reinforce math skills in our computer labs with all students, and in our extended day program.
 - WBES has a team of expert teachers who can assist and mentor others about tools and programs to incorporate technology into the classroom.
 - The AAA assessment gives us the opportunity to assess the needs of students who qualify for this assessment. AAA assessment data uses State Standards to address best practices in teaching these students.
- One fourth grade student took the AAA in March, 2011. Reading score: 2
Math score: 3.

Weaknesses:

- One hundred percent of WBES teachers indicated a lack of time to plan, explore and implement technology in the classroom.
- Our students have not scored proficient based on the state standards for AAA.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):

Strengths:

- A variety of school level assessments are administered to monitor progress of students and to provide appropriate instruction/remediation. These include the Fountas and Pinnell Reading Benchmark Assessment, DIBELS Progress Monitoring, and Harcourt Reading Theme Assessment, Math SuccessNet, as well as, grade level common assessments. Results are analyzed and discussed to improve student learning.
 - Each grade level has been given a reading assessment calendar which was created by the school district with input from teachers and reading coaches. This plan is closely followed by all teachers at WBES.
 - Mathematics pacing guides are being revised in order to correlate AMSTI, Harcourt Math, and Daily Math Board in order to align with the National Standards.
 - Alabama Reading Initiative from the State Department of Education continues to fund a reading coach.
- The reading coach continues to hold data meetings where data is analyzed, instruction is planned, and intervention for struggling students is discussed and planned.

Weaknesses:

- Data from assessments is often used to guide instructional decisions in the classroom but common assessments are not analyzed by the whole school or vertical grade levels for longitudinal data.
- Our ARMT Annual Measurable Goal (AMG) in math for the school year 2011-2012 is 89% for third grade, and 89% for fourth grade. We are currently at 43% in third grade and 65% in 4th Grade.
- Culture surveys given to faculty and staff revealed that 46% of employees felt that motivation and morale was a school weakness.

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

- No expulsions
 - No alternative school placements
 - Out of approximately 250 students, only four students received out-of-school short term suspensions.
- During the 2010-2011 school year, WBES had a total of 42 students receiving an office referral. This is 10.5% of our student population.

Weaknesses:

During the 2010-2011 school year, out of the 42 students receiving office referrals, greater than 60% were bus related.

One student required outside evaluation.

School Demographic Information related to drop-out information and graduation rate data.

Strengths:

West Blocton Elementary School feeds into West Blocton High School. The faculty contributes to lowering the drop-out rate by the following:

- Use Bibb County early warning truancy program to identify patterns of frequent absences
- School Guidance Counselor encourages school attendance.
- Providing academic intervention in reading based on assessment data
- Participating in Transition Meetings w/5th grade teachers to provide important information on every student transitioning from WBES 4th grade to WBMS 5thgrade

According to WBHS:

- In May 2011, only two seniors at WBHS did not graduate due to academic performance
- WBHS offers remediation during the summer for the Alabama High School Graduation Exam.

Students can request tutoring on a case by case basis.

Weaknesses:

According to WBHS:

West Blocton High School did not make AYP for school year 2010-2011.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths:

- Over one half of the faculty used detached duty days for professional development.
- Over fifty percent (50%) of the faculty have 10 or more years of teaching experience.
- Collectively of current 2011-2012 faculty at West Blocton Elementary School has 326 total years of teaching experience.

Weaknesses:

- WBES lost two teacher units due to decreased numbers and economic decline for the 2011-2012 school year.

WBES lost one support personnel/receptionist.

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).**Strengths:**

- 97% average daily attendance
- Active involvement from District Judge and Bibb County Juvenile Court

Weaknesses:

- Excessive absences, checkouts, and tardy patterns continue among certain families

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**Strengths:**

- Parents and community stakeholders believe the Federal Storm Shelter is an added asset to our school and physical education program
- Parental surveys indicate an appreciation for the WBES "open door" policy
- The school sponsors two parental involvement days each year that include workshops on strategies for how parents can assist their children in reading and math skills
- A Parenting Resource center is located in our school's front hallway and includes hand-outs and brochures on a variety of parenting topics
- Parents have the opportunity to check out reading materials from our reading coach
- More parents are attending school functions including awards day, field day, field trips, parent luncheons and grandparent breakfast
- Parent Partner Group meets monthly to provide teacher incentives and encourage parental involvement

Weaknesses:

N/A

School Perception Information related to student PRIDE data.**Strengths:**

- The Pride Assessment was not administered.

Weaknesses:

- Pride Assessment was not administered.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

During the 2011-2012 school year, our four (4) ELL students will be monitored frequently by Ms. Murphy (District ELL Tutor) to determine if they require additional instruction or remediation in learning the English language. Throughout the year, these students will be monitored for evidence of proficiency in their knowledge of the English language and for a normal progression as compared to other children of their age and grade level. In the event these children require intervention, WBES will readily provide any assistance deemed necessary by, and under the direction of, our system ELL coordinator and ELL tutor.

Weaknesses:

N/A

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

Each teacher at WBES utilizes small group reading and math instruction for at-risk students, including ELL students. In addition, the district provides an ELL tutor who monitors ELL students frequently.

Weaknesses:

Our District's ELL tutor speaks only English.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**Strengths:**

- West Blocton Elementary has implemented AMSTI for five years. We are currently revisiting AMSTI, ordering additional materials, and receiving extensive support from the AMSTI specialists in order to implement Investigations to fidelity, while relying on Harcourt and other SRBP to support the ACOS standards.
- WBES is continuing to implement a Scientifically Research Based (SRB) reading program, Harcourt Storytown for the fourth consecutive year.
- Students with specific needs in math and reading attend the "STAR" students program before school utilizing small group reading instruction, ThinkCentral via the internet and Education City.
- The 21st Century After School program is offered during the school year and three weeks during the summer. Both certified teachers and hired personnel assist students with homework and enrichment activities. Summer 2012 dates are to be determined.

Weaknesses:

- Student math skills need to improve school-wide
- Student writing skills need to improve school-wide
- Pacing guides and common assessments need to be revised and adjusted for each upcoming school year
- Teachers feel that there is a lack of time to administer Common Assessments for each subject area. Administering assessments takes away a significant amount of instructional time.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**G1. Math****Description:**

During the 2011-2012 school year we will increase the percentage of fourth grade students scoring proficient (Levels III and IV) by 24% in math on the ARMT to 89%.

Data Results on which goal is based:

- Forty-three percent of all third graders scored proficient in math on the ARMT in the spring of 2011.

Target Grade Level(s): Kindergarten – Fourth Grade

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All subgroups

Courses of Study:

Mathematics Mathematical Instruction: *Instructional Strategies Alabama Course of Study Fourth Grade- (All Standards) COS- #1- # 17 Third Grade- (All Standards) COS- #1- # 15 Second Grade- (All Standards) COS- #1- # 16 First Grade- (All Standards) COS- #1- # 13 Kindergarten Grade- (All Standards) COS- #1- # 12

Strategies:**S1.1 Strategy 1****Description:**

Teachers will work collaboratively to create a new District Wide Math Pacing Guide that will include AMSTI strategies, Everyday Counts, and Harcourt Math and align with state math standards.

Action Steps:**AS1.1.1 Action Step 1****Description:**

Grade level teachers will participate in the county wide math pacing guide workshop in order to create the new pacing guide.

Benchmarks:

- Minutes/ Agenda from Pacing Guide Meeting • Lesson Plans • Copy of Grade Level Pacing Guides

Interventions:

- All teachers will be given a copy of the new pacing guide • Teachers not participating in the county wide meeting will discuss changes with the grade level chairperson

Resources:

- Updated Math Course of Study • Updated Pacing Guides

S1.2 Strategy 2**Description:**

Teachers will develop new math common assessments using Exam View from AMSTI in order to correlate with the new pacing guide.

Action Steps:**AS1.2.1 Action Step 1****Description:**

Grade level teachers will use Success Net beginning, middle, and end of year assessments.

Benchmarks:

- Copy of Grade Level Pacing Guides • Grade Level Sign In Sheets and Agenda with 100% teacher participation • Lesson Plan Documentation • Copies of Assessments

Interventions:

- Teachers will be updated from Grade Level chairperson

Resources:

- New Pacing Guides • New Courses of Study • Grade Level Meeting Documentation • Embedded Time for Grade Levels • New Assessments that match Math Pacing Guide Success Net

1.3 Strategy 3**Description:**

Math data will be analyzed and student performance will be monitored each month to track individual student achievement toward meeting grade level math proficiency.

Action Steps:**AS1.3.1 Action Step 1****Description:**

Fourth grade teachers, principal, instructional coach, and school counselor will identify and list at risk students based on ARMT and Success Net data during the month of August.

Benchmarks:

- Success Net Assessments • ARMT Scores

AS1.3.2 Action Step 2**Description:**

Grade level math data meetings will be scheduled each month to analyze math data and student performance based on multiple assessment results.

Benchmarks:

- Common Assessments • Math Grade Level Data Meeting Documentation Sheet Sign In/Agenda with 100% teacher participation.

AS1.3.3 Action Step 3**Description:**

Teachers, including media specialist, coach, instructional aides, and after-school employees will increase amount of math instruction that will take place in all grade levels daily, before, during, and after school. This will include 60 minutes of uninterrupted math instruction for AMSTI Investigations.

Benchmarks:

Extended day schedule, classroom schedule, lesson plan documentation, increased proficiency to 80% on math common assessments

AS1.3.4 Action Step 4**Description:**

Teachers will participate in bi-weekly math grade level meetings to discuss at-risk students, interventions, and next steps.

Benchmarks:

Agenda, sign-in sheets with 100% participation

AS1.3.5 Action Step 5**Description:**

At-risk students will receive small group math intervention twice a week during computer lab time from the classroom teacher using AMSTI Investigations and Harcourt intervention strategies.

Benchmarks:

Anecdotal notes, classroom schedule, increase proficiency on common assessments to 80%

Interventions:

- Assessment data results will be used to provide flexible instruction based on student needs.

Resources:

- ARMT Data

G2. Reading**Description:**

By the end of the 2011-2012 school year, we will increase the percent of Oral Reading Fluency by 12% to 80% benchmark in first through fourth grades by Spring 2012. By the end of the 2011-2012 school year, we will decrease the percent of students At Risk based on DIBELS Oral Reading Fluency by 11% to 5% by Spring 2012.

Data Results on which goal is based:

Fall 2011 • 68% of kindergarten students scored Low-Risk on Initial Sounds Fluency • 68% of 3rd grade students scored Low-Risk on Oral Reading Fluency • 48% of 4th grade students scored Low-Risk on Oral Reading Fluency

Target Grade Level(s): Kindergarten-4th Grade (All grade levels help prepare students for DIBELS)

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All subgroups

Courses of Study:

Reading Reading Instruction: Alabama Course of Study Fourth Grade- (All Standards) COS- #1 thru #14 Third Grade- (All Standards) COS- #1 thru #14 Second Grade- (All Standards) COS- #1 thru #14 First Grade- (All Standards) COS- #1 thru #14 Kindergarten- (All Standards) COS- #1 thru #12

Strategies:**S2.1 Strategy 1****Description:**

Systematic Explicit Phonics Instruction takes place in all grade levels.

Action Steps:**AS2.1.1 Action Step One**

Description:

Daily Literacy Centers will be included in each day's schedule to allow time for practice.

Benchmarks:

- Sentence Dictation • Weekly Spelling Assessment • Evidence of phonics skills in writing

AS2.1.2 Action Step Two

Description:

Teachers will make and implement Literacy Bags to use during small group instruction.

Benchmarks:

- Workshop Attendance Record • Completed Literacy Bags

AS2.1.3 Action Step Three

Description:

Harcourt StoryTown , our Scientific Researched Based (SRB) program will continue to be implemented.

Benchmarks:

- Lesson Plan Documentation • Lesson Plans • Weekly and Benchmark Assessments

Interventions:

- Morning Lab • Small Group Intervention • PST • Grade Level Meetings to discuss progress

Resources:

- Decodable Texts • Phonics Lessons • Phonics Literacy Stations • Tier II and Tier III Intervention

S2.2 Strategy Two

Description:

Teachers will increase the amount of independent reading.

Action Steps:**AS2.2.1 Action Step One**

Description:

Choral reading, tape assisted reading, partner reading, reader's theater, and daily teacher read alouds will be implemented in all classrooms.

Benchmarks:

- DIBELS Progress Monitoring • Literacy Center Documentation • Oral Presentation of Reader's Theater • Weekly Oral Reading Passages

AS2.2.2 Action Step Two

Description:

Teachers will continue to implement the components of "The Daily Five".

Benchmarks:

- Lesson Plans

AS2.2.3 Action Step Three**Description:**

Independent reading centers will be used during reading block

Benchmarks:

- Reading Block Schedule • Center Rotation Schedule

Interventions:

- PST • Star Student Lab • Daily Small Group Intervention • Small Group Instruction

Resources:

- Oral Reading Passages • Reader's Theater Scripts • Short Passages on CD • Leveled Text • Literature • Fluency Folders • Student Reading Logs • Center Materials • Visual Center Chart • Daily Five Text • Anchor Charts

S2.3 Strategy Three**Description:**

The students will use a wide range of strategies and skills to increase student comprehension.

Action Steps:**AS2.3.1 Action Step One****Description:**

Generating and answering questions, use of graphic organizers, anchor charts, recognizing story structure, and summarizing will be used in all classrooms to improve student comprehension.

Benchmarks:

- Participation in Read and Think Aloud • Weekly Comprehension Assessments • Student Graphic Organizers • DIBELS Progress Monitoring Monthly Retell • Daily Teacher Read Aloud

AS2.3.2 Action Step Two**Description:**

Teachers will make and implement Literacy Bags to use during small group instruction.

Benchmarks:

- Workshop Attendance Record • Completed Literacy Bags

AS2.3.3 Action Step Three

Description:

Third and Fourth Grade Teachers will incorporate Comprehension ToolKit and NAEP lessons into small group instruction.

Benchmarks:

- Teacher Informal Observations • Student Graphic Organizers

AS2.3.4 Action Step Four**Description:**

Accelerated Reader will be incorporated throughout the day to monitor comprehension on independent reading.

Benchmarks:

- Accelerated Reader Printouts

Interventions:

- Daily Small Group Intervention • Star Student Morning Lab • Targeted Comprehension Reading Coach Small Groups • Grade Level Meetings to discuss progress • PST • Small Group Intervention

Resources:

- Literature • Leveled Text • Graphic Organizers • Comprehension Cards for Think Aloud • District Wide Workshop • Materials to Create Literacy Bags • Toolkit Materials • NAEP Materials • Accelerated Reader Program

G3. Reading Goal 2**Description:**

By the end of the 2011-2012 school year, we will increase the percent of the fourth grade students scoring proficient (Levels III and IV) by 26% in reading on the ARMT to 91%.

Data Results on which goal is based:

- Sixty-five percent of the third graders scored proficient (Levels III or IV) on the 2010-2011 ARMT Reading Assessment.

Target Grade Level(s): Kindergarten-4th Grade (All grade levels help prepare students for the ARMT, although it is only administered in third and fourth grades)

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All Subgroups

Courses of Study:

Reading Instruction: Alabama Course of Study Fourth Grade- (All Standards) COS- #1 thru #14 Third Grade- (All Standards) COS- #1 thru #14 Second Grade- (All Standards) COS- #1 thru #14 First Grade- (All Standards) COS- #1 thru #14 Kindergarten- (All Standards) COS- #1 thru #12

Strategies:**S3.1 Strategy One**

Description:

Teachers will pace, monitor, and incrementally assess instruction of all reading objectives.

Action Steps:**AS3.1.1 Action Step One****Description:**

All teachers will follow the Bibb County District Reading Pacing Guide and Assessment calendar.

Benchmarks:

- Lesson Plans • Assessment Data

AS3.1.2 Action Step Two**Description:**

Teachers will administer weekly progress monitoring, mid and end of the year assessments.

Benchmarks:

- Progress Monitoring Calendar • Mid and End of Year Grids

AS3.1.3 Action Step Three**Description:**

Teachers will actively participate in monthly reading data meetings.

Benchmarks:

- Agenda/Sign In Sheets • Handouts/Notes • Progress Monitoring Cards

Interventions:

- Lesson Plans • Assessment Data • Progress Monitoring Calendar • Mid and End of Year Grids • Agenda/Sign In Sheets with 100% participation • Handouts/Notes • Progress Monitoring Cards

Resources:

- District Pacing Guide • Assessments • Progressing Monitoring • Data Notebook

S3.2 Strategy Two**Description:**

The students will use a wide range of strategies and skills to increase student comprehension.

Action Steps:**AS3.2.1 Action Step One****Description:**

Generating and answering questions, use of graphic organizers, anchor charts, recognizing story structure, and summarizing will be used in all classrooms to improve student comprehension.

Benchmarks:

- Participation in Read and Think Aloud • Weekly Comprehension Assessments • Student Graphic Organizers • DIBELS Progress Monitoring Monthly Retell • Daily Teacher Read Aloud

AS3.2.2 Action Step Two**Description:**

Teachers will make and implement Literacy Bags to use during small group instruction.

Benchmarks:

- Workshop Attendance Record • Completed Literacy Bags

AS3.2.3 Action Step Three**Description:**

Third and Fourth Grade Teachers will incorporate Comprehension ToolKit and NAEP lessons into small group instruction.

Benchmarks:

- Teacher Informal Observations • Student Graphic Organizers

AS3.2.4 Action Step Four**Description:**

Accelerated Reader will be incorporated throughout the day to monitor comprehension on independent reading.

Benchmarks:

- Accelerated Reader Printouts

Interventions:

N/A

Resources:

- Data Notebook • Progress Monitoring Cards • Progressing Monitoring Calendar and Books • Data Notebook • District Pacing Guide • Assessments

S3.3 Strategy Three**Description:**

Teachers will work to implement intensive writing activities across curriculum and throughout the day.

Action Steps:**AS3.3.1 Action Step One****Description:**

Teachers will continue to implement the Themed Writing for Harcourt, our SRB program, through a writing workshop.

Benchmarks:

- Writing Process Documentation

AS3.3.2 Action Step Two

Description:

Teachers will implement an updated Writer's Portfolio and a writing component within centers.

Benchmarks:

- Writing Portfolio

AS3.3.3 Action Step Three

Description:

Students will be given opportunities to write across the curriculum

Benchmarks:

- Math Journals • Science Notebooks

Interventions:

- Guided Writing Groups

Resources:

- Theme Writing Plans

G4. School Culture Goal

Description:

By the end of the 2011-2012 school year we will improve teacher morale by 31%, from 46% to 75%.

Data Results on which goal is based:

- A school culture survey revealed that 46% of employees at WBES felt that school morale was an issue.

Target Grade Level(s): Kindergarten – Fourth Grade

Target Content Area(s): Other - School Culture

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

All employees at WBES

Courses of Study:

N/A

Strategies:

S4.1 Strategy One

Description:

Teachers will be given time to foster relationships with their colleagues.

Action Steps:**AS4.1.1 Action Step One**

Description:

Faculty and staff will be given duty free lunch to foster personal relationships among others.

Benchmarks:

- Schedule of duty free lunch days

AS4.1.2 Action Step Two

Description:

Faculty and Staff members will be individually recognized on their birthday.

Benchmarks:

- List of teacher birthdays

AS4.1.3 Action Step Three

Description:

Each semester an outing will be planned for those wanting to attend an outside of school team building activity.

Benchmarks:

- Email invitations of planned team building activity

AS4.1.4 Action Step Four

Description:

Outside lunches will be brought in once monthly from various establishments

Benchmarks:

N/A

Interventions:

N/A

Resources:

N/A

S4.2 Strategy Two

Description:

Teachers and students attendance will be encouraged.

Action Steps:**AS4.2.1 Action Step One**

Description:

Teachers and students will be rewarded with free play and refreshments on Fridays for the 1st 20 days of school based on attendance goals

Benchmarks:

Attendance Records

AS4.2.2 Action Step Two

Description:

Teachers will be recognized with a certificate for attendance.

Benchmarks:

Attendance Records

Interventions:

N/A

Resources:

- Certificates for attendance

S4.3 Strategy Three

Description:

Teachers and students will be encouraged to reach classroom Accelerated Reader Goals. Each grade level will set certain goals at the beginning of the year.

Action Steps:**AS4.3.1 Action Step One**

Description:

Teachers and students will be rewarded with a movie and popcorn when classroom goals have been reached.

Benchmarks:

AR Point Printout

Interventions:

N/A

Resources:

Accelerated Reader Program

S4.4 Strategy Four

Description:

Teachers will be given opportunities to collaborate with colleagues not in their grade level.

Action Steps:

AS4.4.1 Action Step One

Description:

Teachers will informally visit other classrooms to observe happenings across the school.

Benchmarks:

- List of each faculty/staff member

AS4.4.2 Action Step Two

Description:

In the event that teachers want to learn more about things happening in other grade levels, teachers will be given time to visit with and discuss learning taking place.

Benchmarks:

- List of each faculty/staff member

AS4.4.3 Action Step Three

Description:

Cross grade level teams will organize and prepare a meal for the entire faculty and staff twice each year. (Christmas party, snacks, and end of year party)

Benchmarks:

Menu

Interventions:

N/A

Resources:

N/A

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. N/A

Description:

A plan is being developed based on the Spring and Fall 2011 assessments to address any ELL deficiencies in reading and math skills.

Data Results on which goal is based:

N/A

Target Grade Level(s): N/A

Target ELP Language Domain(s): Reading

WIDA Standards: N/A

Strategies:

S1.1 N/A

Description:

N/A

Action Steps:

AS1.1.1 N/A

Description:

N/A

Benchmarks:

N/A

Interventions:

N/A

Resources:

N/A

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. Student Attendance

Description:

N/A

Strategies:**S1.1 Strategy One**

Description:

Maintain or surpass the student attendance goal of 95%

Action Steps:**AS1.1.1 Action Step One**

Description:

The call out system will be used to record daily attendance messages from WBES to parents.

Benchmarks:

- School receives daily Excel document from “call out system” which shows delivery status of messages

AS1.1.2 Action Step Two

Description:

Attendance letters will be sent home to parents after 2 unexcused absences.

Benchmarks:

- Parent/Doctor’s notes received in response to warning School receives daily Excel document from “call out system” which shows delivery status of messages

AS1.1.3 Action Step Three

Description:

The student attendance policy and code of conduct will be issued to parents.

Benchmarks:

- All students will receive a copy of attendance policy

AS1.1.4 Action Step Four

Description:

An incentive recognition attendance program will be implemented to recognize students with good attendance and to motivate students to attend daily.

Benchmarks:

- Observable improved absence rates among children in question • Increase in student attendance as evidenced in I-NOW Attendance

Interventions:

- When necessary, the At-Risk officer will make contact with parents who have children with excessive absences and/or refer to the child and parents to District Judge for Early Warning • The school will send letters home to parents with copies of specific Code of Conduct Sections related to attendance and copy of signed signature page • The guidance counselor will meet with those students having excessive absences

Resources:

- CISCO Crisis Communication call out system • Sandi Horsley, Bibb County At-Risk Officer • Judge Owings, District Judge • Code of Conduct • Form

Letter • Judge Owings, District Judge • Copies of student attendance policy • Flexible Counselor Schedule to meet with small groups as needed

G2. Character Education

Description:

N/A

Strategies:

S2.1 Strategy One

Description:

Faculty and staff will work to build character awareness in all students

Action Steps:

AS2.1.1 Action Step One

Description:

Mr. Bamberg, school counselor, will do morning message which discusses character education via Project Wisdom

Benchmarks:

- Direct questioning of students about character education topics.

AS2.1.2 Action Step Two

Description:

Mr. Bamberg, will discuss character education during classroom guidance sessions.

Benchmarks:

- Observation of student displaying good character/displays of core ethical values and caring behavior

AS2.1.3 Action Step Three

Description:

Implement a reward system for those students showing good character

Benchmarks:

- Decrease in office referrals due to inappropriate behavior

AS2.1.4 Action Step Four

Description:

Teachers will reinforce character education topic of the day through classroom discussions.

Benchmarks:

N/A

Interventions:

- Direct questioning of students about character education topics.
- Observation of student displaying good character/displays of core ethical values and caring behavior
- Decrease in office referrals due to inappropriate behavior

Resources:

- At the request of the teacher or principal, the counselor will meet with individuals, small groups, or classrooms to address specific topics related to character that are of concern
- Parent Teacher conferences may be scheduled.
- Parent meetings with principal may be scheduled.

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

New teachers are assigned local school mentors that attend mentor training. These mentors assist new teachers throughout the school year as the need arises. The county also provides workshops for new teachers. These workshops include such sessions as how to start and end the school year. Mentors demonstrate daily routines and procedures so that the new teacher will understand fully the daily functions at WBES. In addition to local school mentors, the AEA new Mentor program assigned meetings county-wide scheduled calendar of events for support.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

Budgets are agreed upon and voted for by faculty members.

All federal funds will be allocated in support of the Continuous Improvement Plan.

- Title I money will be used to provide a portion of a teacher unit, a portion of a school counselor, and an instructional aide.
- Title II money will be used to provide money for teacher's workshop registration fees and for detached duty days.
- Special Education funding targets students who are struggling with the academic curriculum.
- Child nutrition funds are used to increase students' awareness of good nutritional habits.
- Local funds are used to purchase materials and supplies for maintenance of the school and equipment. Local funds are also used to hire a custodian to help maintain the school.

Money from the general fund is used to supplement these funds as needed.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

In order to make the kindergarten year a positive experience for children, a registration for children making the transition from pre-school programs is held during the spring. At this time a general assessment of reading and math skills is performed. A hearing screening is conducted during the kindergarten registration as well. Children and their parents or guardians visit the kindergarten classrooms and are introduced to the teachers. Handouts are provided for supplies, school rules, and general suggestions to help children start school more successfully. Included in the handouts are suggestions and advice regarding what parents should expect during the student's first year of school. Parents are provided with a list of suggested books to begin reading to their children at home before beginning kindergarten. Local businesses post signs in their businesses advertising the registration, and it is also advertised on the school sign and in the local newspaper. WBES students take home flyers announcing kindergarten registration for family, neighbors, and friends. A phonics/phonemic awareness folder is sent home which contains games, flash cards, and a book for the students and parents to use together.

Personal invitations are sent to kindergarten parents and students for the orientation that is held prior to the start of school. Parents and students will meet the teacher, and may bring supplies at this time. Teachers will provide opportunities for parents to ask questions. Children tour the school and become acquainted with the new surroundings.

For other students making the transition from grade to grade, an orientation is held prior to the first day of school. Grade level teachers discuss academic and behavioral expectations and answer any questions that parents may have regarding the new school year. All WBES students are given a WBES Student Handbook containing policies and procedures for our school.

Fourth grade students visit West Blocton Middle School during the spring of the year preceding their advancement to fifth grade. The elementary school counselor and the middle school counselor coordinate this visit. The elementary school counselor provides several discussion forums for fourth grade students who will be attending the middle school in which they may ask questions and voice concerns or fears.

The fourth grade teachers attend a transition meeting with the fifth grade teachers from West Blocton Middle School. At this meeting teachers discuss a typical day in the classroom and the types of assessment they administer throughout the year. They also discuss strengths and weaknesses of the entire student body as well as individual students such as academics, behavior, home life and learning styles. The fifth grade teachers ask questions to get to know the students better.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

In order to ensure the hiring of highly qualified personnel, the Central Office is contacted for applications for the vacant teaching position(s). The applications have been checked for accuracy and authenticity at the Central Office.

Appointments are scheduled for interviewing. During the interview, prospective teachers are asked if they are highly qualified, and if they are Alabama Reading Initiative trained. If they are not ARI trained, they must be willing to be trained immediately if hired.

The grade level personnel that will work with the new applicant are invited to participate in the interview process. The applicant is asked specific questions dealing with assessment, curriculum, instruction, and discipline.

Currently 100% of the faculty at WBES is highly qualified.

Teaching assignments are determined by area of certification, school need, and experience. The grade level preference of the teacher is also given a high priority when making teaching assignments.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

The members of the West Blocton Elementary School faculty developed the Continuous Improvement Plan that is currently in place in the school. This plan relies on common academic assessments in identifying struggling students such as SAT, ARMT, and DIBELS.

During grade level meetings teachers discuss assessment data and research based strategies to determine any needed changes in instruction.

The classroom teachers determine pacing of curriculum and make decisions regarding the grouping of students through the assessment of all students within the first month of school.

Teachers use the assessment data to determine professional needs, the purchase of teacher resources, and textbooks.

Teachers developed and revise the Reading Assessment Plan yearly per grade level and develop reading grids accordingly.

Assessment data is used to determine students who will be referred to RTI/PST. The PST develops an intervention plan for all referred students.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

Students will have access to extended day opportunities. These opportunities include tutoring, homework help, snack, and physical activities. In the past, students have benefitted greatly from this program. Extended day learning opportunities are accessible as result of WBES receiving the 21st Century Community Learning Center grant for the 2011-2012 school year.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Applies Only to Secondary Schools

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary students who elect to enroll in career and technical education programs.

WBES, being a primary school, plays a critical role in the process of career awareness development. By helping students achieve academic proficiency in Reading/ Language Arts and Mathematics, WBES demonstrates its commitment to helping students begin the process of attaining the knowledge and skills needed to keep the United States competitive in the workforce. In addition to career awareness lessons and activities, WBES invites guests to our school so the children can have a "hands on" experience. WBES also works in conjunction with other education and training programs. WBES supports partnerships among local secondary schools, postsecondary institutions, career technical education.

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

In October 2007, West Blocton Elementary was awarded the 21st Century Community Learning Center Grant. This grant has allowed our school to enhance the existing Extended Day Program that has been in place since February 2006. The West Blocton Elementary Community Learning Center, also known as CUBS—Children + You = Better Schools, offers the students additional learning opportunities throughout the school year, after school hours, and during the summer. The students receive daily homework assistance and reading and math tutoring as needed. In addition, our program is able to offer the students daily enrichment opportunities such as art, music, and computer instruction. Other key components of the program include social interaction, character education, and physical education activities. The Extended Day Program bases tuition prices on the students' Child Nutrition Program lunch status. Students who qualify to obtain free and reduced lunch receive lowered fee rates. The WBELC also offers scholarships to students whose families are unable to pay for the program.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

The Title I Annual Meeting is held during the first Open House of the school year to acquaint parents with the Title I program and their right to have input into the decision-making process. Parents are informed of this meeting through various publicity measures including flyers in the student take-home folders (upon request, flyers may be sent home in different languages), the school newsletter, local newspaper, school marquee, and the school website. During this meeting, parents are encouraged to participate in the planning, review, and the improvement of the school-wide program.

Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Parent meetings and workshops are scheduled throughout the school year and are provided during the day on topics relating to student achievement, family literacy, and other areas of interest that reflect surveyed parental needs. 2. During its Annual Meeting and Open House, West Blocton Elementary School will acquaint students and parents with school teachers, administration, curriculum, and rules of student conduct and related policies. In addition, the school hosts Parent Visitation Days during the fall and the spring. Various workshops are offered during the school day in addition to musicians and other entertainment. Parents are invited to visit their child's classrooms and eat lunch with their child. Parents will be made aware of their rights to participate in decisions related to the education of their child and be urged to schedule regular conferences with their child's teachers to receive additional information on subjects they teach and how their child will be assessed on an individual basis. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their known language. In addition, our school system has translators and an ELL aid who assist in verbally communicating with students and parents as needed, and also work alongside of the ELL child. Information is disseminated to parents in an easily understood format and if necessary in a language the parents can understand. Parents with limited English or disabilities will be provided a full opportunity for participation. During Open House, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed. 3. At West Blocton Elementary School, Parental Involvement Funds are expended on parenting literature and, literacy backpacks (at home work), and refreshments for school activities/functions related to parental involvement. Title I funds provide a portion of counselor's salary, a portion of a teacher's salary, and an instructional aide's salary.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

During its Annual Meeting and Open House, West Blocton Elementary School will acquaint students and parents with school teachers, administration, curriculum, and rules of student conduct and related policies. In addition, the school hosts Parent Visitation Days during the fall and the spring. Various workshops are offered during the school day in addition to musicians and other entertainment. Parents are invited to visit their child's classrooms and eat lunch with their child. Parents will be made aware of their rights to participate in decisions related to the education of their child and be urged to schedule regular conferences with their child's teachers to receive additional information on subjects they teach and how their child will be assessed on an individual basis. When needed, information on all school meetings, parent notices, etc., will be sent to parents in their known language. In addition, our school system has translators and an ELL aid who assist in verbally communicating with students and parents as needed, and also work alongside of the ELL child. Information is disseminated to parents in an easily understood format and if necessary in a language the parents can understand. Parents with limited English or disabilities will be provided a full opportunity for participation. During Open House, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Our school will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Parents shall be given the opportunity to jointly develop and annually review a school-parent compact. The compact outlines how parents, the school staff, and 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 to help students achieve the State's high standards. The School-Parent Compact describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables student to meet the State's student academic achievement standards, and the ways in which parents will be responsible for supporting their child's learning. Parents and school personnel reviewed the proposed School-Parent compact for 11-12 school year and approved it as written.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Input is solicited from parents regarding their satisfaction or dissatisfaction with the school-wide plan. Parents may communicate their opinions and/or ideas through the comment form on the school website, email, the suggestion box located in the office, written communications in the take-home folders, telephone, or informal conversations with school administrators, faculty, and staff at any time during the school year. Parents are encouraged to express their concerns in writing to the school, and the school will submit their concerns to the central office.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parents receive an overview of the State academic content standards, State student academic achievement standards, and State and local academic assessments during our annual Open House. Parents are also given an explanation of Title I and its requirements. Throughout the school year, parents are given the opportunity to be trained how to monitor their child's progress and work with teachers to improve the achievement of their children. Such training opportunities take place via parent request, at parent/teacher conferences, during parent day workshops, PST meetings, informational materials sent home, and on our school web site, just to name a few. Beginning this year, parents may monitor their child's progress through I-NOW via the internet at home. Student assessment and achievement expectations are conveyed to parents from the first moment they walk into the school. The beliefs and mission statements are posted throughout the school. The content standards for each grade level along with testing data results are given to parents. Classroom curriculum is also communicated through weekly folders between teachers and parents. This on-going communication between teachers and parents is also used as a tool for communicating student expectations and assessments. Progress reports are also used to update student achievement. A State Department School Report Card is sent to each parent to communicate school successes.

(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

There are numerous opportunities throughout the school year to provide materials and training to help parents to work with their children to improve their child's achievement. Parents are

invited to participate as a team member in the Problem Solving Team (PST) process. Other school events, such as Kindergarten registration, Open House, Orientation Day, parent-teacher conferences, and other flexible meetings, provide training, materials, and child care (if needed). Our school has a parenting resource center. Parents have the opportunity to attend workshops on various topics including, but not limited to, using technology, literacy training, understanding State and local academic assessments and standards, reading with your child, creating a home learning environment, working as a partner with your child's teacher, and health and safety tips.

(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

West Blocton Elementary School strives daily to reinforce the critical relationship between the school, parents, and community. This is facilitated through active parent volunteer programs, weekly student progress folders, SAT test scores home reports, messages left on our automated "all call" communication system, and informational newsletters.

(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)

Our school, when feasible and appropriate, will coordinate activities with other federal programs and has a parent resource center that encourages and supports parents in more fully participating in the education of their children. Our school coordinates its parent involvement program for all parents. For ELL parents, we have an interpreter and an ELL aid that works in meeting the training needs of these parents.

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

For our ELL parents, parents with disabilities, and parents of migratory students, information on all school meetings, parent notices, etc., is sent to parents in the language they best understand. In addition, our school system has translators and an ELL aid who assist in verbally communicating with the students and parents as needed, and also work alongside of the ELL child. Information is disseminated to parents in an easily understood format and if necessary in a language the parents can understand. Parents with limited English or disabilities will be provided a full opportunity for participation.

(6) Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are encouraged to become involved in their child's education, and the school makes every attempt to a follow parent's reasonable requests. Every parent receives a copy of the school district's code of conduct and WBES handbook. Parents are informed of student progress through weekly folders. Notification is made regarding students who are not reaching proficiency standards on their grade level. Teachers request a parent conference for all students having difficulty mastering standards. A plan to strengthen the student's area(s) of difficulty is developed. The plan includes suggestions and/or strategies for parents to follow to assist the teacher in improving student performance. Students considered "at risk" are monitored daily and the plan will be adjusted as needed to ensure timely and effective intervention. If intervention strategies are not successful, then the teacher arranges another conference with the parent and the student is referred to the Building Problem Solving Team (PST), which will work to develop a plan to help improve a student's academic performance.

Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

West Blocton Elementary School has two ELL students who are English language proficient, and four more who will be assessed this year. For our ELL parents (when necessary), parents with disabilities, and parents of migratory students, information on all school meetings, parent notices, etc., is sent to parents in the language they best understand. In addition, our school system has a translator and ELL aid that assists in verbally communicating the student and parents as needed, and also work alongside of the ELL child. Information is disseminated to parents in an easily understood format and if necessary in a language the parents can understand. Parents with limited English or disabilities will be provided a full opportunity for participation.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

• Yes

- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:

Professional Development - Reading #1

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Teachers will review spring 2011 DIBELS and ARMT data and complete item analysis focusing on open-ended questions and subgroups

When will the session be delivered?

DIBELS Fall 2011 DIBELS Winter and Spring 2011-12 ARMT Spring 2011

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Increase number of students at benchmark on DIBELS and at or above grade level on ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

DIBELS progress monitoring • Whole and small group instruction • Intervention groups • Attend monthly data, DIBELS and progress monitoring meetings • Provide documentation to PST • Assessments: DIBELS F & P Benchmark system ARMT Harcourt Weekly Lesson Test and Theme Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

N/A

Professional Development Reading #2

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Review Theme Assessments and Item Analysis for grades K-4.

When will the session be delivered?

August 2011

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase number of students at benchmark on DIBELS and at or above grade level on ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

DIBELS progress monitoring • Whole and small group instruction • Intervention groups • Attend monthly data, DIBELS and progress monitoring meetings • Provide documentation to BBSST committee • Assessments: DIBELS F & P Benchmark system ARMT Harcourt Weekly Lesson Test and Theme Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

N/A

Professional Development Reading #3**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Teachers will participate in peer teaching/coaching to incorporate a writing workshop with Harcourt Storytown writing lessons.

When will the session be delivered?

Throughout the 11-12 school year.

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Improve students process writing.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

• Whole and small group instruction • Intervention groups • Guided writing instruction • Reading folder documentation • Lesson Plans Writing Porfolios

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Title II, \$1,840.34, detached duty

Professional Development Reading #4**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Teachers will review revised reading pacing guides and assessment calendar and plan implementation.

When will the session be delivered?

August-September 2011

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Increase students to benchmark on DIBELS, at or above grade level in reading, and at or above grade level in reading on ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

• DIBELS progress monitoring • Whole and small group instruction • Intervention groups • Attend monthly data, DIBELS and progress monitoring meetings • Provide documentation to PST committee • Assessments: DIBELS F & P Benchmark system ARMT Harcourt Theme Assessments (K) Harcourt Mid and End of Year Benchmarks

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Activity #5 Rdg. and Math

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Teachers will participate in peer teaching using student engagement strategies.

When will the session be delivered?

September '11 - November '11

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Improve percentage of students engaged in all content areas.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

• Peer teacher observation • Student engagement checklist

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

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Professional Development Activity Reading #6

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Teachers will help develop and implement smart literacy bags and writing portfolios.

When will the session be delivered?

June 28-29, 2011 Throughout the 11-12 school year.

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase students at or above grade level in reading and improve student writing skills.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

- DIBELS progress monitoring • Whole and small group instruction • Intervention groups • Literacy centers • Attend monthly data meetings to analyze progress monitoring and writing portfolios • Provide documentation to PST committee • Assessments: DIBELS F & P Benchmark system ARMT

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Math #1**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students working below grade level in math as indicated on the ARMT.

What types of professional learning will be offered?

Continue AMSTI training and support throughout the school year.

When will the session be delivered?

Ongoing throughout the school year 11-12

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase students scores at or above grade level on common assessments and ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

- Lesson plan documentation • Whole and small group instruction • ARMT scores • New Century Lab scores • Pacing guide documentation • Common Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Math #2**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students working below grade level in math as indicated on the ARMT

What types of professional learning will be offered?

Teachers will participate in a Book Study called, "Number Talks."

When will the session be delivered?

January 2012

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Increase students scores at or above grade level on ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

• Lesson plan documentation • Whole and small group instruction • ARMT scores • Education City scores • Pacing guide documentation • Common Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Math #3**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students working below grade level in math as indicated on the ARMT.

What types of professional learning will be offered?

Teachers will attend monthly math data meetings.

When will the session be delivered?

Monthly during 11-12 school year

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase students scores at or above grade level on common assessments and ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

• Lesson plan documentation • Whole and small group instruction • ARMT scores • Education City scores • Pacing guide documentation • Common Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Math #4**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students working below grade level in math as indicated on the ARMT.

What types of professional learning will be offered?

Teachers will work collaboratively to create a new District Wide Math pacing guide that will include AMSTI strategies, Everyday Counts, and Harcourt Math and align with state and national math standards based on the new Alabama Course of Study.

When will the session be delivered?

June 21-22, 2011

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase students scores at or above grade level on common assessments and ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

- Lesson plan documentation • Whole and small group instruction • ARMT scores • Education City scores • Pacing guide documentation • Common Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Math #5**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students working below grade level in math as indicated on the ARMT.

What types of professional learning will be offered?

Teachers will update common assessments in order to correlate with the new pacing guide and Alabama Course of Study.

When will the session be delivered?

June 21-22, 2011

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase students scores at or above grade level on common assessments and ARMT.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

- Lesson plan documentation • Whole and small group instruction • ARMT scores • New Century Lab scores • Pacing guide documentation • Common Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

N/A

Professional Development Math #6**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Math + Literature=Learning + Fun student and teacher presentation from David Schwartz will be offered countywide.

When will the session be delivered?

Workshop will be offered on July 26, 2011 at WBES.

What are the expected outcomes of professional learning?**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increase students at or above grade level in math and improve math skills.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Lesson plan documentation of strategies, whole and small group instruction plans, ARMT scores, New Century Lab scores, Pacing Guide documentation and common assessments will be reviewed.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

The district will pay for this expense.

Professional Development Math #7

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Students performing below benchmark based on DIBELS and ARMT scores.

What types of professional learning will be offered?

Teachers will be trained to implement Education City via a webinar.

When will the session be delivered?

Webinar will be offered on August 23, 2011.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Increase students to at or above grade level in math and improve math skills.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Education City reports, common math assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

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Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	16.27	15.58	719,240.16
Administrator Units	1	1	78,000.00
Assistant Principal	0	0	0
Counselor	.5	.69	33,974.22
Librarian	.5	1	51,012.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0

State ELL Funds	<input type="text" value="0"/>
Instructional Supplies	<input type="text" value="0"/>
Library Enhancement	<input type="text" value="0"/>
Total of All Salaries:	<input type="text" value="\$804,304.38"/>

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

ARRA funds are used for classroom instruction supplies.

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Substitutes are paid for teachers to attend workshops. Travel and training is provided when necessary.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

21st Century provides extended day programs after school hours and during the summer.

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total :