

## 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 Woodstock Elementary Leadership Team, composed of the principal, faculty, staff, parents, students and community stakeholders, participated in the planning process. Review of the existing 2010-2011 plan was conducted and new information was taken into account to update and revise the plan for the current 2011-2012 school year. Needs were identified and areas of focus for the plan were selected. A summary of the compiled data determining school needs and the proposed focus areas were presented to the Woodstock Elementary faculty, staff and stakeholders for discussion. Opportunities were given to answer questions, listen to suggestions and make possible revisions to the Title I School-Wide Project Plan/SACS Plan. If revisions are needed, the School-Wide Planning Team will amend the improvement plan and re-submit the document to the faculty and stakeholders for approval. A Title I Annual Parenting Meeting is held at the beginning of each school year to provide updates and changes in the WES Title I School-Wide Project Plan/SACS Plan to the parents, community members and the public to present the overall goals of the current school year plan.

The process of continuous monitoring of the school-wide improvement goals will take place throughout the year by the school-wide team members, committee members, faculty and staff, as well as support from the Bibb County Board of Education. In addition to the Annual Fall Title I Parent Meeting, another Annual Title I Parent Meeting is scheduled in the Spring for WES parents to help evaluate the current year's plan and to assist in planning the school improvement project for the next school year. Data is collected through multi-measures, including the evaluation results of the effectiveness of the previous year's CIP, an analysis of student assessment information and the computation results compiled from distribution of surveys to teachers, staff, parents, students and community stakeholders.

The Woodstock Elementary School Improvement Plan is reviewed and approved at the district level. The school-wide process of implementation requires continuous monitoring to measure progress toward overall goals. The district personnel assigned to Woodstock Elementary will make a minimum of three site visits a year to monitor our school-wide improvement plan in relation to academic achievement. Walk-through observations and interviews are used to collect data to help determine the success of goals toward improving the academic achievement of all students toward being on or above grade level on state standards.

### 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)**

Shea Essman - Principal  
 Stacie Gulley- Reading Coach  
 Karen Morrison - Teacher  
 Rhonda Smith - Teacher  
 Hollie Perdue -Teacher  
 Bethany Sloan-Teacher  
 Amanda Shuttlesworth-Teacher

Kristin Lightsey-Teacher  
 Terri Woodruff-Librarian  
 Vicki Bolding - Counselor  
 Alice Majors - Resource  
 Connie Hocutt - Bookkeeper  
 Brandy Payne- Parent  
 Andrea Kellum- Parent  
 Patricia Sellers- Community/Business  
 Rickey Kornegay- Mayor of Woodstock

## 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 School-Wide Leadership Planning Team along with faculty, staff, students, parents, and stakeholders participated in the planning process. Meetings were scheduled to analyze current data collected from various sources, including students' academic achievement data and multiple surveys (both needs and opinion). A summary of the compiled data identified the strengths and weaknesses of the school program. The list of weaknesses were prioritized and used to determine school improvement needs and focus areas. Opportunities were given to answer questions, listen to suggestions, and make possible revisions to the CIP Plan. If revisions are needed, the School-Wide Leadership Team will amend the improvement plan and re-submit the document to the faculty, staff, parents, and stakeholders for review. A Title I Annual Parent Meeting is held at the beginning of each school year to communicate information, updates, and changes in the Woodstock Elementary CIP/SACS Plan along with presenting the overall goals of the current year plan to the parents, community members and the public.

The process of continuous monitoring of the school-wide improvement plan takes place throughout the year by the School-Wide Team Members, committee members, faculty, and staff. In addition to the Fall Title I Parent Meeting, in the spring another Annual Title I Parent Evaluation Meeting is scheduled for WES parents to help evaluate the current year's plan and to assist in planning the improvement project for the next school year. Parent surveys are distributed, compiled, and considered in the evaluation of the effectiveness of the previous year's Title I Project Plan/SACS Plan.

### 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.

All classroom teachers are certified in elementary education and meet highly qualified standards for the position they are assigned to teach in the 2011-2012 school year. All grade level staffing decisions are based on student academic needs as identified in the school-wide improvement plan. Students identified with the greatest needs are placed in classrooms with the most effective, well-trained, and highly qualified teachers in each specific grade level.

All Woodstock Elementary resource teachers providing supplemental instruction are certified in elementary education and in the specific learning disability areas of the students for which they are assigned to teach. The district gifted teacher, who serves WES students one-half day a week, holds an elementary education certificate and is a National Board Certified teacher.

### Number and percentage of teachers Non-HQT:

0 - 0%

### Number and percentage of Classes Taught by Non-HQT:

0 - 0%

### Alabama High School Graduation Exam (AHSGE):

**Strengths:**

Not administered at WES.

**Weaknesses:**

Not administered at WES.

**Alabama Reading and Mathematics Test (ARMT):****Strengths:**

## Math

\*3rd Grade - Level IV – 56%, Level III – 29%

\*4th Grade - Level IV – 50%, Level III – 33%

\*Special Education - Level IV - 3 students, Level III - 3 students

## Math Subgroup Strengths:

## 3rd Grade

\*Compare/Order/Expand Whole #'s – 85% compared to 90% prior year

\*Model Equivalent Forms of Fractions – 80% compared to 83% prior year

\*Use Coins to make change -80% compared to 78% prior year

\*Find Locations on a grid - 85% compared to 82% prior year

\*Measure Length in Metric Units - 83% compared to 80% prior year

Determining Likelihood Outcomes – 80% compared to 87% prior year

## 4th Grade

\*Writing Monetary Amounts- 90% compared to 87% prior year

\*Adding & Subtracting Fractions with Common Denominators – 90% compared to 83% prior year

\*Measure length, width, capacity, weight, temp -83% compared to 78% prior year

\*Determine Outcomes of Simple Events - 83% compared to 70% prior year

## Reading

\*3rd Grade - Level IV – 54%, Level III – 26%

\*4th Grade - Level IV – 71%, Level III – 21%

\*Special Education - Level IV - 1student, Level III - 3 students

## Reading Subgroup Strengths:

## 3rd Grade

\*Reading Vocabulary/Compound Words 80% compared to 81% prior year

## 4th Grade

\*Word Recognition 81% compared to 80% prior year

\*Vocabulary Knowledge(synonyms/antonyms) 82% compared to 81% prior year

**Weaknesses:**

## Math

\*3rd Grade - Level I– 3%, Level II– 13%

\*4th Grade - Level I– 1%, Level II– 15%

\*Special Education - Level I - 2 students, Level II- 4 students

## Math Subgroup Areas to Improve:

**3rd Grade**

- \*Categorical/Numerical Data – 60% compared to 70% prior year
- \*Numeric/Geometric Patterns – 70% compared to 70% prior year
- \*Addition & Subtraction – 71% compared to 71% prior year
- \*Identify geometric lines, points, angles, rays 75% compared to 83% prior year
- \*Elapsed Time (calendar days) – 77% compared to 87% prior year
- \*Divide Whole Numbers - 78% compared to 85% prior year

**4th Grade**

- \*Multiplying & Dividing Whole #'s – 51% compared to 44% prior year
- \*Writing # sentences(multiplication/division) – 55% compared to 45% prior year
- \*Adding/Subtracting 4 digit #'s (regrouping) 60% compared to 46% prior year
- \*Categorical/Numerical Data – 63% compared to 61% prior year
- \*Recognizing equivalent fractions/decimals – 63% compared to 48% prior year
- \*Elapsed Time (clock/hours & minutes) – 67% compared to 33% prior year
- \*Renaming improper fractions as mixed #'s – 70% compared to 43% prior year

**Reading**

- \*3rd Grade - Level I– 1%, Level II– 18%
- \*4th Grade - Level I– 2%, Level II– 6%
- \*Special Education - Level I - 1 students, Level II- 6 students

**Reading Subgroup Areas to Improve:****3rd Grade**

- \*Apply advanced phonetic awareness to multi-syllable words... 69% compared to 70% prior year
- \*Use a wide range of strategies to comprehend literary/recreational materials 61% compared to 69% prior year
- \*Use strategies to comprehend functional/textual reading materials 62% compared to 72% prior year

**4th Grade**

- \*Literary Elements & Devices/Literary, Recreational – 66% compared to 73% prior year
- \*Identify Literary Elements and Devices /Literary, Recreational- 67% compared to 65% prior year
- \*Functional Text Strategies – 69% compared to 59% prior year

**Alabama Science Assessment:****Strengths:**

Not administered at WES.

**Weaknesses:**

Not administered at WES.

**Stanford 10:****Strengths:**

**Math****3rd Grade**

- \*Problem Solving: Mathematical Connections -40% above avg. compared to 42%
- \*Math Procedures: Computation, Whole Numbers- 13% below avg. compared to 8%
- \*Math Procedures: Patterns/Relationships/Algebra- 41% above avg. compared 42%
- \*Problem Solving: Reasoning & Problem Solving -24% above avg. compared to 11%
- \*Problem Solving: Estimation- 19% above avg. compared to 15%
- \*Problem Solving: Number Sense & Operations -24% above avg. compared to 18%
- \*Math Procedures: Computation with Decimals - 25% above avg. compared to 19%

**4th Grade**

- \*Problem Solving: Data, Statistics, Probability -9% below avg. compared to 6%
- \*Problem Solving: Data, Statistics, Probability -60% above avg. compared to 63%
- \*Math Procedures: Computation, Fractions -1% below avg. compared to 0%
- \*Problem Solving: Estimation - 22% below avg. compared to 25%
- \*Problem Solving: Estimation - 10% above avg. compared to 6%
- \*Problem Solving: Geometry & Measurement – 21% above avg. compared to 19%
- \*Problem Solving: Reasoning & Problem Solving - 22% above avg. compared 17

**Reading****3rd Grade**

- \*Word Study: Structural Analysis -38% above avg. compared to 40%
- \*Reading Vocabulary: Synonyms - 16% below avg. compared to 29%
- \*Reading Vocabulary: Synonyms - 14% above avg. compared to 13%
- \*Reading Vocabulary: Multiple Meaning Words - 29% above avg. compared to 15%
- \*Reading Vocabulary: Thinking Skills - 27% above avg. compared to 21%

**4th Grade**

- \*Reading Comprehension: Initial Understanding - 37% above avg. compared to 35%
- \*Reading Comprehension: Functional - 13% below avg. compared to 17%
- \*Reading Comprehension: Strategies - 9% below avg. compared to 17%

**Weaknesses:****Math****3rd Grade**

- \*Problem Solving: Data, Statistics, Probability -22% below avg. compared to 8%
- \*Math Procedures: Number Facts- 22% below avg. compared to 8%
- \*Problem Solving: Reasoning & Problem Solving -40% below avg. compared to 28%
- \*Math Procedures: Computation with Decimals - 33% below avg. compared to 33%
- \*Math Procedures: Number Facts - 19% above avg. compared to 19%

**4th Grade**

- \*Problem Solving: Geometry/Measurement -14% below avg. compared to 8%
- \*Problem Solving: Reasoning & Problem Solving -19% below avg. compared to 6%
- \*Math Procedures: Computation, Fractions -44% above avg. compared to 65%
- \*Math Procedures: Computation, Symbolic Notation-23% above avg. compared to 40%
- \*Math Procedures: Computation, Whole Numbers -22% above avg. compared to 40%
- \*Problem Solving: Number Sense & Operations – 19% above avg. compared to 23%
- \*Problem Solving: Communication & Representation – 5% above avg. compared to 12%

**Reading****3rd Grade**

- \*Word Study: Phonetic Analysis: Consonants -10% below avg. compared to 7%
- \*Reading Comprehension: Initial Understanding - 27% above avg. compared to 35%
- \*Word Study: Structural Analysis -38% below avg. compared to 26%
- \*Reading Vocabulary: Multiple Meaning Words - 29% below avg. compared to 28%
- \*Reading Vocabulary: Context Clues - 17% above avg. compared to 17%

**4th Grade**

- \*Reading Vocabulary: Multiple Meaning Words - 15% below avg. compared to 12%
- \*Reading Vocabulary: Multiple Meaning Words - 26% above avg. compared to 38%
- \*Reading Vocabulary: Context Clues - 33% above avg. compared to 44%
- \*Reading Vocabulary: Thinking Skills - 50% above avg. compared to 63%
- \*Reading Comprehension: Literary Recreational - 15% below avg. compared to 10%
- \*Reading Comprehension: Literary Recreational - 41% above avg. compared to 54%
- \*Reading Comprehension: Critical Analysis - 33% above avg. compared to 48%
- \*Reading Vocabulary: Synonyms- 21% below avg. compared to 17%
- \*Reading Comprehension: Strategies - 9% above avg. compared to 10%

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):****Strengths:****Kindergarten**

- ISF – 84% benchmark compared to 81% prior year
- ISF – 0% at-risk compared to 3% prior year
- LNF - 84% benchmark compared to 88% prior year
- LNF - 10% at risk compared to 6% prior year
- PSF - 93% benchmark compared to 98% prior year
- PSF - 3% at-risk compared to 2% prior year
- NWF - 87% benchmark compared to 92% prior year
- NWF - 8% at-risk compared to 2% prior year

**1st Grade**

- PSF - 100% benchmark compared to 100% prior year
- PSF - 0% at-risk compared to 0% prior year
- NWF - 92% benchmark compared to 94% prior year
- NWF - 1% at-risk compared to 1% prior year
- ORF - 80% benchmark compared to 80% prior year

**Weaknesses:****1st Grade**

- ORF - 8% at-risk compared to 3% prior year

**2nd Grade**

- ORF - 72% benchmark compared to 74% prior year
- ORF - 14% at risk compared to 10% prior year

**3rd Grade**

- ORF - 61% benchmark compared to 63% prior year
- ORF - 13% at-risk compared to 12% prior year

4th Grade

ORF - 57% benchmark compared to 75% prior year

ORF - 23% at-risk compared to 9% prior year

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

### Alabama Direct Assessment of Writing (ADAW):

#### Strengths:

Not administered at WES.

#### Weaknesses:

Not administered at WES.

### ACCESS for English Language Learners (ELLs):

#### Strengths:

N/A at Woodstock Elementary

Not enough students to constitute a subgroup

#### Weaknesses:

N/A at Woodstock Elementary

Not enough students to constitute a subgroup

### EducateAL or other Professional Evaluation Profile Information:

#### Strengths:

\*Classroom organization/management built upon expectations and research-based strategies for positive behavior

\*Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes

\*Instructional Strategies to Engage Learners

\*Identifies and integrates available emerging technology into the teaching of all content areas

#### Weaknesses:

\*Activates learners' prior knowledge, experience, and interests and uses this information

\*Connects curriculum to other content areas and real-life settings to promote retention and relevance

\*Develops and maintains inclusive learning environments that address the needs

of exceptional learners

\*Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

\*Teaches problem solving which requires mathematical skills within and across subject areas

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

#### **Strengths:**

There were no AAA students at WES during the 2010-2011 school year

#### **Weaknesses:**

There were no AAA students at WES during the 2010-2011 school year

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

#### **Strengths:**

A variety of school-wide grade level assessments are administered to monitor progress of students and to provide data for teachers to plan appropriate instruction/remediation.

W.E.S. Assessments

\*Fountas and Pinnell Reading Benchmark Assessment

\*DIBELS Progress Monitoring

\*Harcourt Reading Theme Assessment

\*Harcourt Weekly Assessments

\*Each grade level has a county wide assessment/instructional plan adopted for reading instruction.

\*Reading data is shared across grade levels through a student reading folder.

\*Each grade level has a county wide pacing guide adopted for math instruction including AMSTI/Harcourt correlations.

\*Science, Health, and Social Studies content mastery assessments were developed in conjunction with newly created pacing guides.

\*End of Month Benchmark Assessments are given to monitor progress and plan intervention.

\*Scheduling for teachers allows daily time for grade level teachers to collaborate & plan together.

\*Grade levels have monthly math data meetings

\*Grade levels have monthly reading data meetings.

\*Grade levels will have monthly Professional Learning Communities/Professional Development

\*A reading coach is funded by ARI SDE to assist teachers in analyzing data, planning appropriate reading instruction, and with reading intervention.

#### **Weaknesses:**

The data is most often used to guide instructional decisions for intervention students in the classroom and is not analyzed by the whole school for longitudinal data.

All assessments need to be analyzed in correlation to the new district reading

program to determine which assessments will be administered to provide adequate student data.

Analysis of specific content from assessments could be strengthened by performing an item analysis

WES grades 1-4 should administer a Mid Year/End of Year Math Assessment to help identify student needs.

Continue development of Math Fact Assessments school wide in order to monitor student proficiency of the basic facts.

Scheduling for teachers to vertically plan across grade levels is limited.

Assessment of students is a timely process, especially when using multiple data sources. Determination of assessments providing the most pertinent information is critical to allow maximum time for instruction.

### **Career and Technical Education Program Data Reports:**

#### **Strengths:**

No Career Tech Program at WES

#### **Weaknesses:**

No Career Tech Program at WES

## **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:**

Student Discipline:

Total office referrals for 10-11 was 24 referrals (down 2 from 09-10)

Total Bus Referrals for 10-11 was 17 referrals

Student In-School Suspensions:

There were 9 principal detentions.

Out of School Suspensions:

The number of out of school suspensions was 4 for the 10-11 school year.

Alternative School Placement: There were no alternative school placements

Expulsions: There was 1 expulsion resulting in Homebound Instruction.

#### **Weaknesses:**

Student Discipline:

Of the 41 total disciplinary referrals:

17 were bus discipline issues

17 were related to excessive classroom distractions  
Of all referrals, the majority involved male students: 36/41

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

#### **Strengths:**

N/A

WES strives to prepare all students for successful performance in the upcoming grades by providing quality instruction based on state/national standards. WES monitors and assists students considered to be at-risk based on academic achievement, attendance, social/emotional needs.

#### **Weaknesses:**

N/A

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

#### **Strengths:**

Teacher Attendance: Data reflects 94% teacher attendance for the 10-11 school year.

Teacher Turnover: WES only had one teacher to relocate and 1 nonrenewal at the end of the 10-11 school year.

Alabama Mentor Teacher Program offers ongoing support to first year teachers from effective instructional lead teacher mentors at the local school. The district provides support to teachers new to our school system through local school assigned mentor teachers to assist as needed to help new hires be successful.

#### **Weaknesses:**

Challenges:

Late hires may not have the opportunity to receive AMSTI math and science summer training. WES is working closely with these teachers and utilizing the support of AMSTI contacts to ensure that instruction for students in new teacher classrooms is comparable to that of trained, experienced teachers.

### **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:**

1. Student Attendance: WES met the Attendance Rate Indicator with 96% to achieve 100% AYP for 10-11. WES students had 94% attendance for the entire 10-11 school year. This is a 2% increase from the 09-10 school year.

2. Student Tardies/ Early Checkouts:  
The majority of students at WES arrive on time each school day.

#### **Weaknesses:**

1. Student Attendance

There are a few students among the school that WES has identified as having a high rate of absenteeism. The school office works closely with the district truancy official to resolve absentee issues.

2. Student Tardies/ Early Checkouts:

There are a few students who continually arrive to school late, missing valuable instruction time.

**Student Transfers:**

Due to the proximity of WES to both Jefferson County and Tuscaloosa county lines (approx 1 mile to each), our school experiences a large number of students transferring in and out of our school.

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

- The current data reflects that 96% of parents feel that WES encourages them to be involved in their child's education and they are informed of the school's academic goals and how they can be involved.
- 90% of parents attend Parent Day activities sponsored by the school each semester.
- Based on perceptions shared at the Advisory Team Meeting, parents feel we have strong reading and math programs.
- The extended learning programs: after-school, extended tutorial sessions and the summer program were noted as strengths.

**Parent Needs:****•Literacy & Math -**

- Parents indicated interest in offering challenging activities for advanced students in reading and math.
- Parent Conferences are scheduled twice a year by the teacher to explain assessment data and child's strengths and weaknesses. Teachers will discuss strategies to improve academic achievement and school success.

Parents like the idea of mentoring students in the areas of reading and math through the Read with Me program and My Math Buddy

-Educational Levels - A continued education program is offered through Adult Education classes are offered 2 nights a week year round.

**Weaknesses:****Parent Perceptions**

Parents indicated an interest in sharing a school wide monthly calendar of events on the school web site in addition to the listings posted on the main page.

- Parents expressed continued interest in offering weekly music instruction
- Parents indicated an interest in coordinating a school clean up day so that parents can be more involved in assisting with school improvements such as painting, landscaping, playground upkeep.

**Parent Needs**

- Literacy: Additional parenting books need to be added to the Parenting Library to address additional topics of concern for parents
- Educational Levels: Extended classes on using the computer need to be offered at various levels of skill advancement for parents and community members.

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

- Pride data is only gathered for students in grades 6-12

**Weaknesses:**

- Pride data is only gathered for students in grades 6-12

**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:**

Currently W.E.S. does not have students not speaking English. Three students are identified as speaking Spanish in the home. These students do use English in the school setting.

Based on need, Woodstock Elementary will attain assistance from the district to ensure an appropriate curriculum is implemented to help ELL students work toward attaining proficiency levels in measurable achievement objectives.

**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:**

The LEA has an ELL teacher available to assist schools with ESL instruction and assessments toward attaining proficiency on curriculum objectives.

**Weaknesses:**

Staff training would need to be provided for curriculum and instructional integration strategies when ELL students enroll.

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

## 1. Curriculum:

WES is an ARI school. Teachers implement County wide SRB program Harcourt Storytown

WES has participated in AMSTI training and implements SRB activities and lessons.

Curriculum Pacing Guides are reviewed and updated annually as needed

End of the Month Benchmark Assessments are being used with the pacing guides to determine mastery and need for re-teaching.

## 2. Instructional Materials:

All instructional programs and materials are Scientifically Research Based

AMSTI helps to coordinate supply of hands-on materials for our students

## 3. Instructional Strategies:

Implementation of SRB reading strategies increased student achievement in reading.

Teachers are currently working on increasing student engagement by extending their knowledge from professional development offerings, implementation of daily five, and "SMART" activities.

## 4. Reform Strategies:

The high-quality professional development training improved instruction and increased student achievement in reading.

Implementation of a SRB reading program increased the effectiveness of the total school-wide reading program.

## 5. Extended Learning Opportunities:

-An Afterschool program is available for students from 3:00-6:00 each school day.

-During the 2011 summer vacation, at-risk students will be offered intensive tutoring in math and reading based on the individual needs of each student.

**Weaknesses:**

## 1. Curriculum:

Math Pacing Guides will be reviewed and updated to prepare for upcoming integration of core standards for the 11-12 school year.

WES teachers and parents indicate concerns about student proficiency and automatic recognition of basic math facts.

2. Instructional Strategies:

Strategies to increase student engagement are a continued area of focus for WES teachers.

Extended instructional time in math is needed to increase achievement

3. Reform Strategies:

Teachers need to analyze math data more often to track student progress.

Some students and parents feel bullying is a problem. The school's guidance counselor is currently providing on-going lessons with students based on bullying reform.

Student attendance is an indicator that needs attention to provide adequate instruction to increase achievement in specific families.

4. Extended Learning Opportunities:

At-risk students need to be provided intensive tutoring in math and reading based on the individual needs of each student.

## 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. Mathematics**

Description:

WES will increase the percent of 3rd grade students scoring proficient ( Level III and IV) in Math on the ARMT + from 85% to 89% during the 2011-2012 school year. Additionally, the percent of 4th grade students scoring proficient (Level III and IV) in Math on the ARMT + from 83% to 89% during the 2011-2012 school year. We will also focus on increasing Special Education students proficiency.

Data Results on which goal is based:

Math – 10-11 ARMT Ø 85% of 3rd Grade Students scored levels III or IV in math(13% Level II) Ø 83% of 4th Grade students scored levels III or IV in math(15% Level II) Ø Open Ended Responses Number & Operations: 3rd 4.1/6 , 4th 2.4/6 Algebra: 3rd 2.2/3 Geometry: 3rd 2.4/3 Data Analysis/Probability: 4th 2.2/6 Gridded Response Number & Operations: 4th 1.5/3 Algebra: 4th .7/1 Math – 09-10 SAT Ø Total SAT10 Math scores for 4th grade indicate an overall group score in the 59th percentile/5th stanine Ø Total SAT10 Math scores for 3rd grade indicate an overall group score in the 65th percentile/6th stanine

Target Grade Level(s): 3rd Grade 4th Grade

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

EFFECTIVE FACTOR / INDICATOR: 3rd Grade: -Solve Addition & Subtraction Problems (70%) Open Ended 2.2/3 -Use Coins to Make Change (70%) Open Ended 2/3 -Multiply/Divide Whole Numbers (73%) Complete Numeric & Geometric Patterns (73%) 4th Grade: -Rename improper fractions as mixed numbers and mixed numbers as improper fractions (57%) -Round Whole numbers and decimals (58%) -Add/Subtract 4 digit numbers, with and without regrouping (51%) -

Multiply and Divide Whole Numbers (46%) -Recognize equivalent forms of fractions and decimals (50%) -Write number Sentences that involve multiplication/division (55%) -Calculate Elapsed Time in Hours and Minutes (58%) -Represent categorical and numerical data using tables (49%)

**Target Student Subgroup(s):**

All Students Special Education Students

**Courses of Study:**

3rd Grade: -Solve Addition & Subtraction Problems : 2009 COS #2 -Use Coins to Make Change : 2009 COS #7 -Multiply/Divide Whole Numbers : 2009 COS #4, #5 -Complete Numeric & Geometric Patterns : 2009 COS #8 4th Grade: -Rename improper fractions as mixed numbers and mixed numbers as improper fractions 2009 COS #3 -Round Whole numbers and decimals 2009 COS #5 -Add/Subtract 4 digit numbers, with and without regrouping 2009 COS #6 -Multiply and Divide Whole Numbers 2009 COS #7 -Recognize equivalent forms of fractions and decimals 2009 COS #8 -Write number Sentences that involve multiplication/division 2009 COS #9 -Calculate Elapsed Time in Hours and Minutes 2009 COS #13 -Represent categorical and numerical data using tables 2009 COS #15

**Strategies:**

**S1.1.1 Examine and Update current math pacing guides**

**Description:**

STRATEGY: (S1) Representatives will attend summer math COS PD to review and update current math pacing guides.

**Action Steps:**

**AS1.1.1 ACTION STEP: (S1-AS1)**

**Description:**

ACTION STEP: (S1-AS1) All classroom teachers will be expected to attend Math Grade Level meetings review and offer suggestions for updating the current math pacing guide. Representatives will attend summer training to share their schools suggestions and update current math pacing guide and update the End of Month assessments, which will be held during the summer.

**Benchmarks:**

(S1-AS1-B1) 100% classroom teacher participation will be expected for grade level meetings. 100% of pacing guides will be updated and ready for implementation for the 2011-2012 school year. Completed pacing guides, lesson plans, and end of the month assessments will reflect the updates.

**AS1.1.2 ACTION STEP: (S1-AS2)**

**Description:**

ACTION STEP: (S1-AS2) Representatives will conduct turn around training from summer workshops with their grade level. Teachers will then construct engaging lesson plans and rigorous activities based on the updated pacing guides and EOM assessments for daily implementation.

**Benchmarks:**

(S1-AS2-B1) 100% classroom teacher participation will be expected in the grade level meetings. Completed pacing guides, lesson plans, and end of the month assessments will reflect the updates.

**AS1.1.3 ACTION STEP: (S1-AS3)**

**Description:**

ACTION STEP: (S1-AS3) All classroom teachers will analyze EOM assessments, pacing guides and lesson plans at grade level meetings in order to identify strengths and weaknesses. They will also discuss supplementing District pacing guide to meet the identified areas of need at Woodstock Elementary

**Benchmarks:**

(S1-AS3-B1) 100% classroom teacher participation will be expected in the grade level meetings and implementation of pacing guide(s). Meeting agendas and student EOM assessment data from previous month(s) will be reviewed.

**AS1.1.4 Action Step: (S1-AS4)****Description:**

Math fact progression will be developed for each grade level to ensure continuity in teaching from grade level to grade level

**Benchmarks:**

Once grade level progressions have been completed, grade level representatives will look at compiling vertical charts to make sure all gaps are filled

**Interventions:**

(S1-AS1-I1) All classroom teachers will participate in grade level collaboration to discuss implementation. Math data meetings, with administration, and PLTs will assist with monitoring of teacher and student progress with the updated pacing guides. (S1-AS2-I1) 100% of teachers will participate in weekly grade level collaboration to discuss implementation. Monthly math data meetings with administration and PLTs will assist with monitoring of teacher and student progress with the updated pacing guides. (S1-AS3-I1) 100 % of teachers will participate in monthly math data meetings with administration and PLTs, who will assist with desegregating data.

**Resources:**

(S1-AS1-I1) Summer professional development, with stipend, to be used to update pacing guides and EOM assessments Grade level meetings with administration and PLTs 2010 ALCOS for each grade level Current Pacing guides and EOM assessments (S1-AS2-I1) Test data Grade Level Meetings Monthly Math Data meeting (S1-AS3-I1) Peer collaboration EOM Math data Pacing guides Lesson plans Administration/PLTs

**S1.2 Develop rigorous math learning activities****Description:**

All core teachers will develop rigorous math learning activities using AMSTI investigations and supplemental activities to optimize individual growth and achievement within a supportive environment for daily instructional purposes.

**Action Steps:****AS1.2.1 ACTION STEP: (S2-AS1)****Description:**

Teachers will receive ongoing support from AMSTI specialists in differentiated and strategic instruction.

**Benchmarks:**

Lesson plans will be monitored weekly, progress monitoring data will be ongoing and reviewed at math data meetings.

**AS1.2.2 ACTION STEP: (S2-AS2)****Description:**

**ACTION STEP: (S2-AS2)** All core teachers will be expected to attend the Math Data meeting at the beginning of the school year to review math data results in order to identify strengths and weaknesses to be addressed in daily instructional planning. Teachers will plan supplemental activities that address areas of weakness based on reviewed math data.

**Benchmarks:**

(S2-AS2-B1) 100% core teacher participation is expected in the faculty meeting. 100% of core teachers will examine student data and identify specific strengths and weaknesses for their new class roster. Core teachers will examine the following test data: ARMT and Success net.

**AS1.2.3 ACTION STEP: (S2-AS3)****Description:**

ACTION STEP: (S2-AS3) All core teachers will implement instruction that maximizes student engagement based on needs assessments collected from the math data meeting held at the beginning of the school year.

**Benchmarks:**

(S2-AS3-B1) 100% of core teachers will implement rigorous and engaging classroom lesson plans and activities based on the assessment data to provide optimal learning experiences. Lesson plan books will be monitored weekly.

**Interventions:**

100% of core teachers will participate in collaborative grade level meetings and data meetings with the PLTs/AMSTI specialist support to discuss progress and ideas to improve the rigor and differentiated classroom instruction. Teachers will have access to professional development, collaboration with peers, and professional journals to assist with any areas in need of growth.

**Resources:**

N/A materials listed below do not require a funding source. (S2-AS1-I1) Professional development training. (S2-AS2-I1) Test data Grade Level Meetings Math Data meeting PLTs (S2-AS3-I1) Professional development Professional journals Peer collaboration

**S1.3 Explicit intervention instruction****Description:**

All students performing below grade level will receive explicit intervention instruction focusing on specific areas of need, weekly or as deemed appropriate by classroom teacher and PST Team. AMSTI Investigations - Tier II instructional materials will be used for intense instruction.

**Action Steps:****AS1.3.1 ACTION STEP: (S3-AS1)****Description:**

ACTION STEP: (S3-AS1) Homeroom teachers will use beginning of the year Success net screening assessment, daily classroom observation, classroom performance and weekly assessments to identify students performing below grade level for the purpose of providing explicit intervention instruction including AMSTI investigations.

**Benchmarks:**

(S3-AS1-B1) 100% of teachers will use weekly classroom data, Success net assessments data collection, progress monitoring and EOM assessments to identify student weaknesses in order to create student grouping for explicit intervention instruction.

**AS1.3.2 ACTION STEP: (S3-AS2)****Description:**

ACTION STEP: (S3-AS2) All teachers will provide daily explicit intervention instruction to all identified students performing below grade level using AMSTI investigations/Tier II.

**Benchmarks:**

(S3-AS2-B1) 100% of teachers will collaborate with peers, AMSTI specialists, administration and PLTs to create effective explicit intervention strategies to use with identified students in a small group setting.

### **AS1.3.3 ACTION STEP: (S3-AS3)**

#### **Description:**

**ACTION STEP: (S3-AS3)** All teachers will monitor the progress of identified students receiving explicit intervention instruction through RTI documentation/math progress monitoring.

#### **Benchmarks:**

(S3-AS3-B1) 100% of teachers will monitor the progress of the identified students receiving explicit intervention to ensure successful growth in the identified area of need. Teachers will monitor through the use of walk through, RTI intervention documentation, EOM assessments, AMSTI Investigations and math journals.

#### **Interventions:**

100% of core teachers will participate in collaborative grade level meetings and data meetings with the PLTs/AMSTI specialists to discuss progress and ideas to improve intervention instruction. 100% of core teachers will monitor individual students for progress. Teachers will use flexible grouping for explicit instruction based on student needs.

#### **Resources:**

(S3-AS1-I1) and (S3-AS2-I1) EOM assessments Classroom observation/participation Math data meeting Administration/PLTs (S3-AS3-I1) EOM assessments AMSTI Investigations Math journals Observations Anecdotal notes

## **G2. Reading**

#### **Description:**

WES will increase the percent of 3rd grade students scoring proficient ( Level III and IV) in Reading on the ARMT + from 89% to 92% during the 2011-2012 school year. Additionally, the percent of 4th grade students scoring proficient (Level III and IV) in Reading on the ARMT + from 86% to 91% during the 2011-2012 school year.

#### **Data Results on which goal is based:**

Data Results on which goal is based: Reading – 10-11 ARMT \*89% of 3rd Grade Students scored levels III or IV in reading (11% Level II) \*86% of 4th Grade students scored levels III or IV in reading (14% Level II) \*Open Ended Responses 3rd Grade Literary/Recreational Comprehension Strategies 2.8/6 Functional/Textual Informational Comprehension Strategies 2.6/6 4th Grade Literary/Recreational Comprehension Strategies 1.9/3 Literary Elements Identification/textual,informational details 2.6/6 Reading – 10-11 SAT 10 \*4th Grade Students Total Reading were ranked in the 61st percentile/Stanine 6 \*3rd Grade Students Total Reading were ranked in the 54th percentile/Stanine 5 Reading – 10-11 DIBELS \*89% of K grade students scored at or above grade level on the overall instructional recommendation based on DIBELS scores. \*80% of 1st grade students scored at or above grade level on the overall instructional recommendation based on DIBELS scores. \*72% of 2nd grade students scored at or above grade level on the overall instructional recommendation based on DIBELS scores \*61% of 3rd grade students scored at or above grade level on the overall instructional recommendation based on DIBELS scores. \*57% of 4th grade students scored at or above grade level on the overall instructional recommendation based on DIBELS scores. \*11% of K grade students scored below grade level on the overall instructional recommendation based on DIBELS scores. \*19% of 1st grade students scored below grade level on the overall instructional recommendation based on DIBELS scores. \*29% of 2nd grade students scored below grade level on the overall instructional recommendation based on DIBELS scores. \*39% of 3rd grade students scored below grade level on the overall instructional recommendation based on DIBELS scores. \*42% of 4th grade students scored below grade level on the overall instructional recommendation based on DIBELS scores.

**Target Grade Level(s):** 3rd Grade 4th Grade

**Target Content Area(s):** Reading

**ARMT: Reading****Additional Academic Indicators:**

**EFFECTIVE FACTORS / INDICATOR:** 3rd Grade: -Use strategies to comprehend literary/recreational materials (62%) -Use strategies to comprehend functional and textual/informational materials(62%) 4th Grade: -Identify Literary elements and details in literary/recreational materials and identify details in textual/informational materials (64%) -Use strategies to comprehend functional and textual/informational materials(55%)

**Target Student Subgroup(s):**

All students Special Education Students

**Courses of Study:**

3rd Grade -Use strategies to comprehend literary/recreational materials 2007 COS #3 -Use strategies to comprehend functional and textual/informational materials 2007 COS #4 4th Grade: -Identify literary elements and details in literary/recreational materials and identify details in textual/informational materials 2007 COS #3/#4/#9 -Use strategies to comprehend functional and textual/informational materials 2007 COS #5/#9

**Strategies:****§2.1 implement rigorous learning activities****Description:**

\*All homeroom teachers will implement rigorous learning activities to optimize individual growth and achievement within a supportive environment for daily instruction. \*Supplement Harcourt small group reading with leveled texts, literacy bags, and comprehension toolkit

**Action Steps:****AS2.1.1 ACTION STEP: (S1-AS1)****Description:**

During the first semester, all homeroom teachers will be expected to receive retraining in planning and implementing small group lesson plans using leveled text from the resource center, using comprehension toolkit lessons, and literacy bags. To be conducted by the reading coach at no cost.

**Benchmarks:**

100% of homeroom teacher participation is expected in the training. Teachers will sign in and have an agenda for the training to reflect back over as needed.

**AS2.1.2 ACTION STEP: (S1-AS2)****Description:**

All grade level homeroom teachers will be expected to participate in the beginning of the year data meeting to review student data and identify student strengths and weaknesses to plan for daily classroom instruction.

**Benchmarks:**

100% of homeroom teacher participation is expected in the beginning of the year faculty meeting. 100% of homeroom teachers will examine student data and identify specific strengths and weaknesses for their new class roster. Teachers will examine the following test data: DIBELS, ARMT, and F&P.

**AS2.1.3 ACTION STEP: (S1-AS3)****Description:**

All homeroom teachers will plan classroom instruction based on needs assessments collected from the beginning of the year data meeting for daily implementation in the classroom.

**Benchmarks:**

100% of homeroom teachers will implement rigorous classroom lesson plans and activities based on the assessment data to provide optimal learning experiences. Lesson plan books will be monitored weekly.

**Interventions:**

100% of homeroom teachers will participate in collaborative grade level meetings and monthly data/PST meetings with the Reading Coach/Principal to discuss progress and ideas to improve the rigor and differentiated classroom instruction: including curriculum center organization, small group guided reading, comprehension toolkit Teachers will have access to professional development, collaboration with peers, and professional journals to assist with any areas in need of growth.

**Resources:**

S1-AS1-I1) Professional development training during regularly scheduled grade level and faculty meetings. (Reading Coach to Conduct Cost - \$0) S1-AS2-I1) Guided Reading Text for Upper Grade Levels (\$1,000 Title I) S1-AS3-I1) Professional development day 1 per semester - (Title I/II \$55 per substitute/ \$2,365) Professional Literature - Journals/ Book Study Peer collaboration

**§2.2 provide appropriate instruction for learners**

**Description:**

Homeroom teachers will provide instructional accommodations, modifications, and adaptations to meet the needs of each individual learner, including RTI recommendations.

**Action Steps:**

**AS2.2.1 ACTION STEP: (S2-AS1)**

**Description:**

Classroom schedules and lesson plans will reflect designated times for small group/individualized instruction/ intervention for students with identified needs based on available data

**Benchmarks:**

100% of homeroom teachers will submit weekly lesson plans that reflect individualized instruction and will post classroom schedules outside doors that reflect specific instructional times. Lesson plan books will be monitored weekly.

**AS2.2.2 ACTION STEP: (S2-AS2)**

**Description:**

Additional daily intervention will be provided for identified students utilizing additional school personnel such as the media specialist, physical education teacher, reading coach, and paraprofessionals.

**Benchmarks:**

Resource teachers will pull small groups to incorporate additional support in the areas of ARMT and RTI to optimize student learning. Lesson plan books will be monitored weekly.

**AS2.2.3 ACTION STEP: (S2-AS3)**

**Description:**

Individual Education Plans will be monitored for maximum effectiveness. Special Education Students scoring a Level I or II on ARMT will be closely monitored to ensure maximum academic growth.

**Benchmarks:**

100% of third and fourth grade teachers incorporate ARMT specs into their whole group and small group lessons to optimize student learning. Additional Intervention provided by teaching staff will administer pre/post tests using ARMT specs.

**Interventions:**

Homeroom teachers will participate in grade level meetings to share effective ideas/strategies to improve instruction. Teachers will use pre- and post-assessments to identify weakness based on ARMT specs and plan additional instruction accordingly.

**Resources:**

S2-AS1-I1) Lesson plan books Class Schedules S2-AS2-I1) ARMT specs S2-AS3-I1) ARMT specs IEP's RTI documentation

**S 2.3 analyze and use disaggregated assessment data**

**Description:**

All homeroom teachers will analyze and use disaggregated assessment data to inform and guide planning for individual learners and classes.

**Action Steps:**

**AS 2.3.1 ACTION STEP: (S3-AS1)**

**Description:**

All homeroom teachers will be expected to attend the Reading Data meeting at the beginning of the school year to review reading data results in order to identify strengths and weaknesses to be addressed in daily instructional planning.

**Benchmarks:**

All homeroom teachers will analyze beginning of the year DIBELS to identify strengths and weaknesses and adjust instruction accordingly. Data meeting agenda and sign in Small group lesson plans/lesson plans will be monitored weekly RTI documentation

**AS 2.3.2 ACTION STEP: (S3-AS2)**

**Description:**

All homeroom teachers will participate in monthly reading data meetings to revisit student growth and to refine specific teaching strategies for continued student growth.

**Benchmarks:**

All homeroom teachers will analyze progress monitoring results to determine effectiveness of instruction and adjust accordingly lesson plans/small group plans/intervention plans will be monitored weekly RTI documentation

**AS 2.3.3 ACTION STEP: (S3-AS3)**

**Description:**

All homeroom teachers will utilize previous Harcourt Assessments to strengthen vocabulary instruction by placing emphasis on known areas of weak proficiency.

**Benchmarks:**

All homeroom teachers will analyze Harcourt Theme assessments to identify strengths and weaknesses in the program and adjust instruction accordingly. Lesson plans, small group plans, and intervention plans will be monitored weekly RTI documentation

**Interventions:**

Ongoing progress monitoring Reading coach will be available to support and assist teachers by providing assistance with planning, instruction, and a coaching cycle. Analyze current school year Theme Assessments to document changes in student learning.

**Resources:**

(S3-AS1-11) Beginning of the Year DIBELS BM scores PM Booklets Fountais & Pinnell Assessments (S3-AS2-11) PM booklets (S3-AS3-11) Harcourt Theme Assessments

### **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:**

N/A

**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.

### 1. Attendance

Description:

W.E.S. considers student attendance as an ongoing challenge. We will continue the Attendance Incentive Program focusing on improving student attendance and increasing the time students spend learning.

Strategies:

#### 1.1 Counseling Lessons

Description:

The counselor will work on student attendance issues in bi-weekly classroom lessons addressing character education, bullying preventatives, decision making to build self-esteem and work with the parents on the importance of attending school on an individual basis as needed.

Action Steps:

#### 1.1.1 Counseling Sessions

Description:

Counselor will implement classroom, small group, and individual sessions based on student needs to address issues of why the student has been absent. Will also talk with parents to provide assistance and address concerns regarding attendance.

Benchmarks:

Counselor will follow up with STI, truancy officer, secretary, parents and students as needed.

Interventions:

The counselor will follow up with teachers to address individual student needs. The counselor will follow up with parents on an individual basis on the importance of regular school attendance.

Resources:

Full Time Counselor - will continue services. Counselor Salary w/Benefits WES Title I Allocation – 40% salary \$20,755.86 + \$8,743.86 = \$29,499.72 \* State Foundation Funds - 50% salary

**S1.2 Attendance Awards****Description:**

The Incentive Recognition Attendance Program will continue to recognize students achieving good attendance and motivate students to attend every day.

**Action Steps:****AS1.2.1 Awards****Description:**

Students will be receive attendance recognition/certificates for each nine weeks at assembly program.

**Benchmarks:**

Attendance reports in STI will be used to monitor attendance.

**Interventions:**

Follow policy

**Resources:**

Rewards - 100% attendance per 9-weeks \* WES Donation Funds - \$200.00 1) Snow cones 2) Popcorn Certificate Paper/Ribbons/etc. \* WES General Funds- \$500.00

**G2. Bullying / Name Calling and Teasing****Description:**

Students will not engage in or be subjected to harassment, violence, threats of violence, or intimidation by any other student that is based on any of the specific characteristics that have been indentified by the Bibb County Schools Board of Education Code of Conduct.

**Strategies:****S2.1 Rules and Consequences****Description:**

Establish clear rules/guidelines and consequences regarding unacceptable behavior and enforce them consistently.

**Action Steps:****AS2.1.1 Behavior Policy****Description:**

\*Establish rules/guidelines and consequences based on county and school policies presented in the code of conduct and agenda to parents at the beginning of the year. \*Implement Project Wisdom; "Helping Students Make Wiser Choices" \*Implement Mendez Foundation: "Too Good for Violence" \*Implement Allan L. Beane: "Bully Free School"

**Benchmarks:**

INOW Discipline reports/referrals.

**Interventions:**

Counselor will follow up with teachers, students and administrator on an as needed basis to address any concerns that arise.

**Resources:**

Counselor will conduct individual guidance sessions: cost \$0

**§2.2 Verbal Abuse****Description:**

\*Address verbal abuse before it escalates. \*As part of the Mendez: "Too Good for Violence" and Allan L Beane: "Bully Free School" verbal abuse will be addressed through both programs

**Action Steps:****AS2.2.1 Proactive Approach****Description:**

Student/teacher conference, parental contact, office referral \*students will complete surveys where they can indicate if they feel safe in their school, if they consider themselves to be victims or bullies and then address ways to change their perception

**Benchmarks:**

IKNOW Discipline referrals

**Interventions:**

Students will be counseled on an individual basis to resolve the conflict situations

**Resources:**

Guidance sessions with counselor: cost \$0

**§2.3 Take all bullying reports seriously****Description:**

Address bullying reports immediately. Speak to bullies and targets regularly through counseling intervention sessions. Implement Allan L Beane: Bully Free Classroom (addresses bullying is a serious problem)

**Action Steps:****AS2.3.1 Reports****Description:**

Teacher will report any instances of bullying to appropriate personnel.

**Benchmarks:**

IKNOW discipline referrals

**Interventions:**

Guidance sessions will be conducted on an individual basis to address concerns

**Resources:**

Guidance sessions conducted by counselor: cost \$0

**§2.4 anti-bullying program**

**Description:**

An anti-bullying program will be taught by the counselor through bi-weekly classroom counseling sessions. Programs include: \*Project Wisdom; "Helping Students Make Wiser Choices" \*Mendez Foundation: "Too Good for Violence" \*Allan L. Beane: "Bully Free School"

**Action Steps:****AS2.4.1 Classroom Guidance****Description:**

Counselor will teach program during classroom and/or small group guidance sessions.

**Benchmarks:**

Counselor will follow up with teachers, administrator, and students as needed.

**Interventions:**

Counselor will conduct counseling sessions on an as needed basis

**Resources:**

Bullying Prevention Program- Materials: WES Title IV Funds-Full Time Counselor - continue services. Counselor Salary w/Benefits \* WES Title I Allocation – 50% salary \* State Foundation Funds - 50% salary (WES Units-Earned)

**G3. Motivation/Leadership/Student Achievement****Description:**

WES recognizes that student motivation is a key component in students being successful. In order to improve student motivation, we are looking for innovative ways to promote leadership qualities and increase achievement within our students.

**Strategies:****S3.1 Awards****Description:**

Honor Roll awards, Good Attendance recognition, and "BUG" Club awards (Bringing up Grades, will be handed out each 9-weeks at special assembly programs.

**Action Steps:****AS3.1.1 Honor Roll Assemblies****Description:**

At the end of each nine week grading period, a honor roll assembly will be held to recognize students who have made A and A/B honor roll, maintained acceptable attendance according to policy, and brought their grades up from the previous grading period.

**Benchmarks:**

Records will be monitored to see student gains over the course of the school year.

**AS3.1.2 End of Year Awards Ceremony**

**Description:**

At the end of the school year an awards day assembly will be held to recognize students making A and A/B honor roll for the entire year, having an A or A/B average for the entire year, attendance awards, awards for creativity, citizenship awards and awards for Woodstock Spirit.

**Benchmarks:**

n/a

**Interventions:**

N/A

**Resources:**

Honor Roll Ribbons/ Pencils \$300 (Title I Parental Involvement) BUG Club Stickers/Pencils \$75(Title I Parental Involvement) Bully Free T-Shirts \$130 (Title IV Safe & Drug Free Schools)

**§3.2 Literacy Day****Description:**

Encouragement of student participation in county-wide Literacy Day is encouraged by teachers and administration.

**Action Steps:****AS3.2.1 Literacy Day****Description:**

One student per homeroom will be selected to participate in the county wide literacy day. At Literacy Day, students are able to share their writing, oral presentations, or technology based project to parents and other members of the community.

**Benchmarks:**

Students are recognized for their talents per grade level per category.

**Interventions:**

n/a

**Resources:**

N/A

**§3.3 Clubs/Organizations****Description:**

Students will participate in a variety of clubs/organizations -- Student council, Flag patrol, Safety patrol, Morning announcements, library assistants, GEMS (3rd & 4th grade).

**Action Steps:****AS3.3.1 Student Participation****Description:**

Students will be selected based on academics and/or attendance to participate in school events to encourage good character, motivation, develop leadership qualities, and citizenship.

**Benchmarks:**

Attendance, participation, discipline referrals, and academic records will be monitored by sponsors with teacher assistance to ensure/determine student eligibility.

**Interventions:**

N/A

**Resources:**

Donations and parental volunteers

## 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)**

The Bibb County School District has designed a strong support induction system for all “first year” teachers and for all “new hires” in the system. The Mentor Program includes support at both the school and district levels with workshops and mentor guidance. New and inexperienced teachers are required to attend all the selected First Year Teacher Professional Development Training Workshops. The local school principal assigns the mentor, selected from master teachers, to first year teachers and teachers new to the system. The purpose is to work with all new staff to incorporate teaching instruction and SRB strategies in line with the school goals in an effort to ensure student success. The “new teacher” professional development workshop topics and the teacher mentoring program are designed to provide teachers with the support needed to be successful. Both programs were implemented to promote retention of highly-qualified teachers within the Bibb County School District.

**Monitoring**

- Logs of training attendance
- Logs of mentor/mentee conferences/observations

**Evidence of Impact on Student Learning**

- Improvement of students reading and language arts achievement as indicated by progress toward meeting the Alabama Proficiency Standards, benchmark and ARMT assessments.

### 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.**

Coordination and Integration of Federal, State and Local Services and Programs

The Title I school-wide improvement allocation is determined by number of students enrolled that receive free and reduced meals. The “No Child Left Behind Law” legislation changed the guidelines which now allows Woodstock Elementary to use funds from Title I with other Federal education programs and resources to upgrade the entire educational program of the school in order to raise academic achievement for all students. This contrasts with a Title I targeted-assisted plan, through which Title I funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet state standards.

Woodstock Elementary coordinates the Title I funds with Title II, Title IV, other State funds, local funds, donations and grant funds (21st Century Community Learning Center Grant) to address the comprehensive needs in the school improvement plan. The coordination and integration funds, services and programs provide the most financial assistance and support for school improvement and reform. Woodstock Elementary has coordinated other school allocations and budgets with the 2011-2012 Title I Budget to ensure program success. The federal Title I allocation will provide resources for implementation of the new school-wide improvement plan to increase student achievement to be on or above state standards. The 09-10 Title I allocation budget reflects 40% of the salary to provide a full-time school counselor.

A brief narrative explanation of the projected Title I Budget Expenditures can be examined on the budget section at the end of the

### 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.**

Woodstock Elementary understands the importance of supportive services for students and parents in providing a quality education for all students. The faculty and administration at all levels work together to implement an effective transitional program to assist students enrolling, promoted to the next grade level, and transition between schools, from elementary to middle school. Multiple transitional activities for students will include Best Practice strategies, on-site visits, registration, open house, grade level orientation, and counseling services.

I. Transition Plan: Assist 4th Grade Students Transition to the Middle School 4th grade students will be introduced and transitioned into the programs at WBMS with the following activities:

1. Transition Meeting is scheduled for teachers and principals to meet and share student information achievement levels/strengths/weaknesses, student needs, student assessment data, discipline problems

2. Fourth Grade Students Visitation Day @ WBMS

3. Fun Day will be scheduled at WBMS to provide opportunity for students from WES and WBES to meet and work together.

4. Peer counseling group w/WBMS counselor will schedule a visit to WES to assist students in preparing for fifth grade.

5. Orientation Day is scheduled during the summer to allow students to get class assignment and receive academic information

II. Transition Plan: Assist Pre-School Student Transition into WES Kindergarten

-Preschool children will be introduced and transitioned into the programs at Woodstock Elementary through the following activities:

A. Efforts will be made to maintain communication with the local feeder day cares. The school will work collaboratively with these facilities to provide continuity of expectations and instructional techniques.

B. Kindergarten Registration: Kindergarten registration will be held in early spring prior to the child beginning in fall. Parents and children are encouraged to attend the registration sessions.

During the registration session participants will meet the kindergarten teachers and

-fill out registration forms for enrollment

-students will be screened for vision/hearing problems

-be given handouts for school supplies, student dress code, school rules.

-tour facility

C. Kindergarten Parent Workshop: At the beginning of May upcoming parents are invited to attend the hands-on workshop to attain:

-advice for student success

-discuss encouraged milestones before school starts

-provide parent packet of phonemic awareness activities

-discuss Kindergarten assessments that will be administered

C. School Pre-Kindergarten Camp: will be held in the summer prior to school starting. Students will be given the opportunity to attend a free 1-week program scheduled for 5 days from 8:00-12:00 (free breakfast and lunch are provided for participants)

D. Kindergarten Open House: Scheduled prior to 1st day of school to meet the teacher, review school policy, answer questions, and hold Title One Mee

**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.**

During the 2011-2012 school year, Woodstock Elementary will employ 20 "full-time" teachers, a counselor, librarian, a reading coach, a speech pathologist, and a principal. All WES teachers have Alabama Teaching Certificates for the position to which they are assigned. The "No Child Left Behind Law of 2001" mandates all teachers must meet the standards used to define a "Highly Qualified Teacher" by 2006. Woodstock Elementary is in compliance with the requirements for hiring "highly qualified" teachers. We are proud to state that we achieved a 100% "highly-qualified" status for teachers meeting the state standards requirement. The Bibb County Board of Education has personnel assigned to check all prospective candidate records to ensure that instruction will only be provided by highly qualified teachers, trained to address the prioritized academic needs of students.

Effective, "high quality" professional development activities and training are provided by the Bibb County School District and by Woodstock Elementary. All WES faculty members participate in continuous and ongoing professional development activities that are intensive and classroom focused in order to have a positive and lasting impact on classroom instruction and student achievement. Professional development activities offered by the school and Bibb County District are developed after an annual evaluation of the professional development plan. The effectiveness of professional development activities have been improved by offering a full range of workshops based on the assessed needs, employing personnel to conduct job embedded professional development, providing numerous workshops focused in professional development tracks, and providing technical support for implementation of programs across the curriculum.

The Alabama State Department of Education and the Bibb County School District has designed a strong support system for "new hires" in the district, the Alabama State Mentor Program and the District New Hire Mentoring Program includes Professional Development Training Workshops scheduled throughout the year. The purpose of the support system is to increase teacher success and encourage sustainability along with increasing student academic achievement through strategies such as improving teacher quality and increasing the number of highly qualified teachers in the classroom in district schools. The "new teacher" professional development workshop topics and the teacher mentoring program are designed to provide teachers the support needed to be successful. Both programs were implemented to promote retention of highly-qualified teachers within the school district.

The Bibb County Board of Education actively recruits highly qualified certified teachers throughout the year and maintains an active pool of applicants. Close contact is maintained with numerous surrounding institutions of higher education for referral of potential employees.

### **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.**

As an Alabama Reading Initiative School, the Woodstock Elementary faculty recognizes the fundamental factors that must guide student instruction are assessments and benchmarking. All teachers are included in all components addressing student assessments, from implementation, to interpretation, to planning intervention instruction. All grade levels collaboratively work together with the principal, reading coach, special education teachers and counselor to make decisions on benchmark assessment instruments in order to provide both horizontal and vertical continuity between the grades.

As the importance of data driven instruction becomes more evident, teachers use student assessments to identify, address and monitor the individual needs of the students, especially students achieving below grade level. Teaching instruction is driven by the assessment data collected. Teachers compile student data from multiple instruments to analyze and monitor student performance including formal assessments, informal assessments, and local school instruments.

Assessment information and academic performance are important factors in compiling data for teachers to base decisions for curriculum instruction and program changes in relation to student achievement. For example, the school-wide program, SACS, Technology Plan, and 21st CCLC grant allocation of resources are based on informational data from assessment and surveys. At specified times during the year, teachers analyze individual and group performance data in correlation to standards at each grade level. Teachers developed the WES Student Assessment Plan to determine what and when assessments should be administered in each grade level. A number of assessments are administered to all WES students in the months of August, December and May.

The school's dissemination of student achievement information to the home is essential for parental involvement. Student assessment data conferences are scheduled with parents concerning their child's progress based on interpretation of assessment results. Teachers offer interpretation of student assessment results in both written and oral forms. All families, including: limited English proficiency families, migratory families, homeless families, and historically under-served families, will be assured that the school will provide dissemination of assessment information in a format they will understand. Provisions will be provided for other factors that might prohibit parents, in historically under-served populations, from participating in a conference at school.

Woodstock Elementary expects continued gains in academic achievement from every student. We believe that every child can learn and that no child should ever be left behind. The teachers, staff, and principal have collaboratively worked together through the several years to continually assess curriculum effectiveness in an effort to strengthen all content areas.

### **Special Populations:**

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

Students meeting the definition to qualify in one of the under-served populations are eligible for a free and equal public education. These populations must be provided the same educational opportunities as other students. An equal education affords students in each specific group the "right to":

- Access the opportunity to the same public education as the other students in the school
- Participate in all school programs and activities offered to the other students that are not in the specific under-served population
- Enroll immediately in school without a delay

(1) A special student number will be issued by the district if a social security number is not available.

(2) The school will extend every effort to work with the parents to attempt to attain necessary enrollment documents/records.

Program services are provided to students that qualify in the under-served populations. Services may include, but are not limited to providing the following:

- School supplies will be available "free" to students upon enrollment
- Payment of class donation money and costs of field trips
- Clothing for students to attend school will be furnished by local churches, businesses, and community organizations
- Student referrals for medical insurance coverage is available through the "All Kids Program"
- Students' sight/vision will be evaluated by school vision screening programs. If a student fails vision screening, district services will provide intense screening by a local optometrists to determine if a vision problem exists. WES will work closely with the district to secure funding for student glasses, if warranted.
- Student referrals to visit a dentist will be supported by the district to address students' dental needs.

- Free Breakfast/Lunch will be provided through application approval
- Speech and hearing tests will be administered by WES speech teacher. Student services will be provided by the speech teacher to address the specific needs determined in test results.
- Counseling services will be provided to meet the needs of under-served student populations and their families.
- Intervention instruction will be provided in reading/math to target students' academic needs and improve achievement
- WES Extended-day learning programs (after-school and before-school) will be offered "free" to students through scholarships. Students will benefit greatly through opportunities to receive tutoring, homework help, free snacks, enrichment activities, and physical activities

### **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**

Not applicable.

#### **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.**

Extended-Learning Program Opportunities:

Woodstock Elementary offers extended learning opportunities for students through our "after school" program. The extended learning program provides parents an affordable childcare in a safe learning environment with a focus on academic achievement, character building, physical activities, and enrichment activities. Students enrolled in the extended-day learning program benefit from homework assistance, study groups, explicit tutoring in math and reading, technology instruction and project based learning opportunities, learning experiences provided by state and district programs (4-H/Bibb County Health Department/Police Safety Programs/Community Fire Department Prevention Programs), physical fitness activities, and opportunities for enrichment activities (cheerleading/music/art). The after school teachers work in conjunction with the regular school day teacher to identify students' academic needs. Each grade level homeroom teacher communicates daily with extended-day teachers concerning students homework/tests/and study assignments.

1) Extended-Day Learning Opportunities Available: After-School – 3:00 p.m. to 6:00 p.m.

2) Summer Pre-Kindergarten Camp Learning Opportunity: Pre-K Summer Camp – Scheduled 2 weeks in July. The program is designed to assist upcoming kindergarten students. Pre-k campers learn school routines, become familiar with various locations throughout the building, practice listening, experience reading and math activities, practice eating in cafeteria, handling bathroom procedures, and learn school bus and car rider rules.

3) Tutorial Programs specifically for students struggling in Math and Reading: - Free of charge for one hour after school

- Intervention instruction in specific areas of need in math and/or reading instruction for 2nd, 3rd, and 4th grade students

4)"Read With Me" Program - Parent and community members volunteer program designed to train participants to assist at-risk students in reading. Each volunteer is assigned a specific student to work with each week in an effort to improve performance and academic achievement in reading.

## **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.**

Woodstock Elementary School will:

( 1) Use multiple measures to notify parents of the WES Annual Title I Parent Meeting at the beginning of the school year (school web site, weekly student newsletter, grade level orientation, open house, monthly school newsletter, and by telephone calls sent out over the County call-out Communication System).

(2) Implement a flexible schedule with varying times of day to accommodate parent work schedules. Meetings will be held during school hours, in the evening, and/or at night.

(3) Involve parents--in an organized, ongoing, and timely way--in the planning, review, and evaluation process for improvement of the school-wide CIP design.

(4) Develop a projected budget for expenditure of Title 1 Funds--Parental Involvement Funds allocated to support expenditures for the activities planned to increase parental involvement in their child's education and school programs. This specific allocation has been budgeted to provide parental resources and training workshops.

**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.**

Woodstock Elementary School will:

(1) Use multiple measures to notify parents of the WES Annual Title I Parent Meeting at the beginning of the school year (school web site, weekly student newsletter, grade level orientation, open house, monthly school newsletter, and by telephone calls sent out over the County call-out Communication System).

(2) Implement a flexible schedule with varying times of day to accommodate parent work schedules. Meetings will be held during school hours, in the evening, and/or at night.

(3) Involve parents--in an organized, ongoing, and timely way--in the planning, review, and evaluation process for improvement of the school-wide CIP design.

(4) Develop a projected budget for expenditure of Title I Funds--Parental Involvement Funds allocated to support expenditures for the activities planned to increase parental involvement in their child's education and school programs. This specific allocation has been budgeted to provide parental resources and training workshops.

**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.**

Woodstock Elementary School provides parents of all students timely information regarding all school activities and events. All school information will be provided in a format and language they can understand. The school's dissemination of student achievement information to the home is essential for parental involvement. Student assessment data conferences are scheduled with parents concerning their child's progress based on interpretation of assessment results, grade level achievement expectations, and the alignment of the school curriculum to state standards. Teachers offer interpretation of student assessment results in both written and oral forms. All families, including: limited English proficiency families, migratory families, homeless families, and historically under served families, will be assured that the school will provide dissemination of assessment information in a format they will understand. Provisions will be provided for other factors that might prohibit parents, in historically under-served populations, from participating in a conference at school.

In addition to student achievement information, parents are notified of various opportunities to participate in parenting events and parenting workshops scheduled throughout the year. Parents are informed of all Title I Parent Involvement meetings scheduled at the school, through various forms of notification, to allow opportunities to participate as appropriate in decisions related to the education of their children. (Annual Title I Parent Meeting/Annual Title I Parent Evaluation Meeting/Parent Visitation Days in October & February/Muffins for Mom/Doughnuts for Dad) The school also offers adult education classes two nights a week to encourage completing GED requirement standards.

**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).**

Woodstock Elementary continues to qualify as a Title I School. Parents of students enrolled in Woodstock Elementary shall be given the opportunity to jointly participate in the development and annual review of the School-Parent Compact. The compact will outline how parents, 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.

Woodstock Elementary--School/Parent Compact is:

- 1) retained in a child's classroom for use by teachers in working with parents and students;
- 2) customized to fit the needs of WES;
- 3) updated annually

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

Woodstock Elementary parent input is solicited regarding their satisfaction or dissatisfaction with the school-wide plan. Parents are given the opportunity to communicate their opinions and/or ideas through the comment form on the school website, email, written communications in the student weekly folders, telephone, or informal conversations with school faculty or principal. 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)**

An annual Title I meeting is held at the opening of school during Open House to review required State academic and student achievement standards, academic assessments, and the requirements of Title I. Each parent is also given a brochure outlining and explaining Title I. Numerous opportunities are made available to parents throughout the school year to help parents better help their child be successful in daily school activities, completing assignments successfully, and preparing for various types of formal/informal assessments. A daily agenda is utilized to increase communication between home and school and to assist students in managing and organizing effective study habits.

**(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)**

Opportunities are made available for parents to be an active participant in their child's school career. Parent Visitation days are scheduled each semester for parents to participate in a regular school day with their child and learn how to assist their child in reading, math, science, technology. Workshops are held to help improve parents' ability to help their child with homework, test preparation, Internet safety and age appropriate activities, basic math fact activities, and problem solving advice.

**(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)**

The school counselor, reading coach, principal, office personnel and teachers recognize the value of parents being active contributors to the school setting. A "Read with Me" program is established for parent mentors to come and read with students that are not afforded the opportunity beyond the school setting for various reasons. In addition, WES is proud to be able to host volunteers who come in to help on a regular basis to assist teachers with tasks that will allow teacher planning and preparation for effective instruction.

**(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)**

WES will make every possible effort to integrate parental involvement programs and activities to foster parental support and participation. These activities will be integrated with existing federal programs when feasible. Parent support activities include, but are not limited to awards programs, school wellness walk, field day, muffins for mom, donuts for dad, grandparents' breakfast, field trips, etc.

**(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)**

Parent information is distributed in a variety of ways to ensure that parents are able to receive information regarding events and activities available. These forms of communication include utilization of the student agenda, weekly/daily folders, school website, automated calling system, and distribution of informational flyers.

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

Parents are encouraged to become an active participant and role model for their child's education. WES respectfully requests that parents give feedback on existing programs and activities. Parents are encouraged to complete a survey for parental activities such as Parent Visitation Day. Parent requests are reviewed and taken into consideration when planning future events and workshops.

**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.**

Woodstock Elementary will provide all school information, including student progress report information, report card information, and school reports in a format to the extent practical for EST parents, parents of disability students, and, parents of migratory students in a language that parents use and can understand. In addition, our school district has a translator and ELL aid that assists in communicating with students and parents, and works alongside the ELL child as needed. Woodstock Elementary will ensure that information is disseminated to parents in an easily understood to read format with the assistance and support from the Bibb County School District Educational Agency, will ensure the provision of full opportunities for all parents, with specific emphasis on parents in under served groups, to participate in their child's education, including the following:

- 1) Parents with limited-English proficiency,
- 2) Parents with disabilities,
- 3) Parents of Migratory students
- 4) Parents of students in all under served populations

If determined a person is needed to translate for specific events, including parent conferences, workshops, parenting day, or other school activities, one will be provided by the Bibb County Board of Education to communicate in their home language.

## 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](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

### Learning Activities:

#### Curriculum Center Organization and Management

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

The percent of students reading on grade level and the number of students scoring proficient on the ARMT.

**What types of professional learning will be offered?**

Upon data analysis of DIBELS/ARMT/Harcourt/Fountas Pinnell from 2010, individual student strengths/weaknesses were identified in the area of guided reading. In order to accomplish growth in this area, teachers participated in the organization management of the resource room

**When will the session be delivered?**

\*June 2011 \*Follow Up sessions Aug 2011 and as needed to maintain room organization

**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?)**

\*To increase in the number of students reading on or above grade level for Fountas and Pinnell \*As well as improve fluency for DIBELS \*To maximize individual student performance

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

\*Email(s) \*Observable instruction during regular walk-throughs \*Lesson plans reflecting leveled text that have been pulled from the resource room

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

\$1500 shelves \$1200 organizational materials \*Reading Coach will conduct during the summer and through out the year as the need arises \*Teachers to receive flex day

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

The percent of students reading on grade level and the number of students scoring proficient on the ARMT.

**What types of professional learning will be offered?**

Review and revision of reading pacing guides and assessment plan to incorporate revised AI COS standards.

**When will the session be delivered?**

April 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?)**

\*To create continuity across grade levels in WES and Bibb County School district \*To maximize individual student performance

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

\*G- File Documentation \*Weekly Lesson Plans \*End of Year Signature Sheet with Class roll/ entries& withdrawals

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

District Funding: 5 teachers (One grade level representative) @\$55.00 per teacher non-certified sub

**Data Analysis for Reading Achievement****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Data analysis of DIBELS/ARMT/Harcourt Test Data from 2010. Specific Strengths and weaknesses to be identified and discussion of improvement strategies to be discussed and implemented among grade levels

**What types of professional learning will be offered?**

\*Teachers will participate in grade level meeting to analyze DIBELS BM and PM, ARMT, and Harcourt to ID strengths and weaknesses of individual students. \*Daily Formative Assessments- Vicki Dill/ARI Regional Coach will present to reading coaches- reading coach will do turn around with teachers

**When will the session be delivered?**

\*Monthly GLM Meetings \*October, December, February, April (Vicki Dill/ARI Regional Coach will train reading coaches- reading coach will do a turn around with teachers)

**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?)**

\*To increase in the number of students performing on or above grade level for ARMT/DIBELS \*To maximize individual student performance

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

\*Grade level agenda & sign in sheets \*Documentation of test taking strategies in lesson plans \*Daily Data \*Classroom Anchor Charts \*Observable instruction during regular walkthroughs

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

N/A Reading Coach will conduct during monthly GLM times

**Effective Instructional Strategies in Reading/Math****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

The percent of students performing on grade level and the number of students scoring proficient on the ARMT in both reading and math.

**What types of professional learning will be offered?**

\*ARI effective strategies and strategy sets that improve comprehension \*Review ARI guided reading lesson planning for effective classroom instruction \*Effective classroom instructional strategies that can be applied in all subject areas

**When will the session be delivered?**

\*October, December, February, April (Vicki Dill to reading coaches-reading coach will do a turn around with teachers) \*November 2011 (Modeled Lessons by David Schwartz) \*GLM

**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?)**

To increase in the number of students performing on or above grade level for SAT10/ARMT/DIBELS and to maximize individual student performance

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

Grade level agenda & sign in sheets Student Work Lesson Plans Classroom Anchor Charts Observable instruction during regular walkthroughs

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

\*District Funding (for modeled lessons) – Substitutes approx \$55 per non cert sub \*Purchase upper level texts to meet the needs of students (Essman) \*\$0 - reading coach

**Data Analysis for Math Achievement****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Data analysis of ARMT/Harcourt Test Data from 2011. Specific Strengths and weaknesses to be identified and discussion of improvement strategies to be discussed and implemented among grade levels.

**What types of professional learning will be offered?**

\*Teachers will participate in grade level meeting to analyze Successnet, ARMT, and AMSTI to ID strengths and weaknesses of individual students. \*Daily Formative Assessments- Vicki Dill/ARI Regional Coach will present best practices to reading coaches- reading coach will do turn around with teachers \*AMSTI Successnet-

AMSTI Math Specialists \*Easy CBM Math- Principal, Instructional Specialist

**When will the session be delivered?**

\*September 2011-GL Meetings \*Follow Up sessions during grade level data meetings through out the year \*October, December, February, April sessions with Vicki Dill

**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?)**

To increase in the number of students performing on or above grade level for ARMT. To maximize individual student performance

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

\*Integration of Strategies to be documented in weekly lesson plans. \*Skills to be accessed and reviewed during weekly tests, end of the month assessments, and Benchmark tests

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

N/A Training to be conducted at regularly scheduled faculty meetings

**Review and Revise Math Pacing Guide**

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

To increase the number of students scoring proficient in math on the ARMT and to maximize individual student performance.

**What types of professional learning will be offered?**

Review and revision of math pacing guides and assessment plan to incorporate revised AI COS standards. Teachers will participate in county wide session to link AMSTI Math/ Harcourt Math/ and other supplemental lessons.

**When will the session be delivered?**

\*Summer 2011– County Wide Pacing Guide revision \*July GLM for turn around discussion \*Each month at GLM to discuss progress and changes that may need to be made to incorporate next 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?)**

To increase the number of students performing on or above grade level for ARMT. To maximize individual student performance

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

-G- File Documentation \*Weekly Lesson Plans \*End of Year Signature Sheet with Class roll/ entries& withdrawels \*GLM agendas (as appropriate)

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

District Prof Dev Funds(Dr. Judd)

**ARMT Plus Informational Session**

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

To increase the number of students performing proficient on ARMT and to maximize individual student performance

**What types of professional learning will be offered?**

To provide information about the new ARMT+. Topics will include an overview of the assessment, item difficulty, new item formats, and sample test questions. The intent of these workshops is to provide information regarding curriculum, instruction and preparation for this assessment.

**When will the session be delivered?**

October 12, 2011 at a regional training and those two teachers will do a turn around to 3rd and 4th grade teachers.

**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?)**

To increase the number of students performing on or above grade level for ARMT. To maximize individual student performance

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

Grade level agenda & sign in sheets Documentation of test taking strategies in lesson plans Student Math Journals Daily Data Classroom Anchor Charts Observable instruction during regular walkthroughs

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

Regional training- District Level (Judd) Turn around to 3rd and 4th grade level- \$0

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

To increase the number of students scoring proficient in math on the ARMT and to increase individual student performance.

**What types of professional learning will be offered?**

Teachers will work collaboratively with AMSTI Specialists to refine instruction for identified areas of improvement in math. Training will include success -net, Tier II Intervention Investigations, and effective teaching strategies.

**When will the session be delivered?**

Ongoing regular Monthly Visits August 2011 – May 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?)**

To increase in the number of students performing on or above grade level for ARMT To maximize individual student performance

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

Grade level agenda & sign in sheets Documentation of test taking strategies in lesson plans Success Net Student Data Results Classroom Anchor Charts Observable instruction during regular walkthroughs

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

N/A AMSTI Specialists will conduct during teacher planning times

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

To improve student engagement by using technology to increase individual student performance

**What types of professional learning will be offered?**

\*Integrating SMART Board technology into daily curriculum: enhancing student learning through technological engagement for all homeroom teachers \*Integrating Document cameras into daily curriculum: enhancing student learning through technological engagement for third and fourth grade teachers \*Utilizing online resources for daily curriculum: enhancing student learning through technological engagement for all homeroom teachers

**When will the session be delivered?**

First semester

**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?)**

To increase teacher and student knowledge in the area of technology integration To maximize individual student performance in the area of technology

**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 WES File Teacher / Grade Level Folders Observable instruction during regular walkthroughs

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

\*Title I Consultant Fee approximately \$100 for document camera/smart board integration

**Technology Training: Classroom Wiki****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

To increase communication from school to home utilizing classroom web pages for communicating classroom assignments in reading, math, etc.

**What types of professional learning will be offered?**

Classroom Wikis/Web-Pages: Making the most of your class website to enhance Home-School communications

**When will the session be delivered?**

\*August 2011- faculty meeting (time allotted for training of creating/updating wiki page) \*Teachers will use info attained at the August training to maintain/update throughout the 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?)**

To increase communication from school to home utilizing classroom web pages

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

Frequent monitoring of School Website/Teacher Pages

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

General Fund/Title II \$50 Consultant Fee per session (utilizing existing experienced staff)

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

To increase student engagement to improve individual student performance

**What types of professional learning will be offered?**

\*Author David Schwartz will be presenting modeled lessons for integration of math and literacy.

**When will the session be delivered?**

November 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?)**

To increase student engagement to improve individual student performance

**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 \*attendance of modeled lesson

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

District funding (Judd)

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

On going CIP review and update

**What types of professional learning will be offered?**

PD days will be given to members of the CIP team to meet to review and update the CIP on an ongoing basis

**When will the session be delivered?**

Quarterly

**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?)**

CIP will reviewed and updated on an as needed basis

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

Sign in sheets STI PD DD

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

Subs will be provided for teachers serving on the CIP committee: \$55 for a non certified sub--Title/General

**AMSTI Math/Science Compressed Training****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

To increase the number of students scoring proficient in math and to increase individual student performance

**What types of professional learning will be offered?**

Compressed training will be offered to new teachers and/or teachers that have changed grade levels

**When will the session be delivered?**

Summer First semester

**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?)**

Teachers will be able to effectively teach AMSTI kits to ensure student achievement

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

Receive visits/support from AMSTI Specialists Student journals AMSIT Kits AMSTI Newsletters/Calendars

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

STI PD Sign in through AMSTI

**Review and Update School Safety Plan**

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

To address the safety of the school to be handled in an orderly manner to ensure all students and faculty are safe

**What types of professional learning will be offered?**

Review and update of Safety Plan CPR Training

**When will the session be delivered?**

First semester Beginning of school

**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?)**

Plans will be updated and handed out for teachers to know what to do in a crisis situation Teachers will be certified CPR

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

Sign in sheets

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

CPR training: \$0 CPR cards: \$8 per card per teacher District funds

**INOW Training**

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

An informational program allowing parent/teacher communication, the tracking student progress, discipline/attendance tracking, and scheduling

**What types of professional learning will be offered?**

Entering grades, attendance, etc

**When will the session be delivered?**

Beginning of the 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?)**

Teachers will be able to keep their online grade books up to date allowing parents to check their child's progress

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

If problems arise, teachers will follow the technology flow chart to address issues (GL rep, school rep, trouble ticket, etc)

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

Turn around training by school representatives to the faculty: \$0

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

Students who are not scoring proficient on the ARMT, not meeting grade level expectations in the areas of math and/or reading, or students who are in need of behavioral interventions

**What types of professional learning will be offered?**

Principal to attend MEGA and will offer turn around training Team members will watch webinar Dr Gray will conduct overview

**When will the session be delivered?**

Summer training for MEGA Beginning of year for team members

**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?)**

School will implement RTI intervention

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

Documentation of attendance Data/RTI meetings sign ins (STI PD)

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

MEGA-District funds Subs for DD for data/RTI meetings- \$55 a day for a noncertified sub (Title/General)

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**Managing and Diffusing Crisis Situations Safely****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

To address the needs in the safety plan so that students or staff are not harmed or injured

**What types of professional learning will be offered?**

Appropriate ways to handle and diffuse crisis situations safely without harm to students or staff Proper restraint techniques

**When will the session be delivered?**

first semester

**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?)**

Identified teachers/staff will be trained on how to appropriately restrain/diffuse crisis situations

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

STI PD/Sign in sheet/Certificate Demonstration of proper techniques with the trainer

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

\$55 for a non certified sub for each teacher in attendance

**Managing and Diffusing Crisis Situations Safely****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

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STI PD/Sign in sheet/Certificate Demonstration of proper techniques with the trainer

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

\$55 for a non certified sub for each teacher in attendance

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	22.21	21.49	999,433.56
Administrator Units	1	1	68,876.00
Assistant Principal	0	0	0
Counselor	1	1	32,918.40
Librarian	1	1	47,721.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$1,148,948.9</b>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

- Instruction - Teacher \$24,577.92
- Instruction - Teacher Insurance \$5,826.24
- Instruction - Teacher Retirement \$2,457.79
- Instruction - Teacher Soc Sec \$1,497.02
- Instruction - Teacher Medicare \$350.11
- Instruction - Teacher SUI \$66.36
- Other Purchase Services – Weekly Music Instr/ Tech Consultant \$4,100
- Instruction/ Student Classroom Supplies \$2,000
- Instruction/Other Instruct Supplies \$1,500.00

Instruction/Computer Hardware \$2,660.34  
 Guidance & Counseling \$12,801.60  
 Guidance & Counseling Insurance \$2,399.04  
 Guidance & Counseling Retirement \$1,280.60  
 Guidance & Counseling Soc Sec \$793.70  
 Guidance & Counseling Medicare \$185.62  
 Guidance & Counseling SUI \$34.56  
 Equip/ Maintenance Agreements \$3,600  
 Other Student Equip/ Instructional Supplies ( Parental Involvement) \$800.00  
 Instructional/Staff Development Substitutes \$ 2,365.00  
 Instructional/Staff Development Soc Sec \$146.63  
 Instructional/Staff Development Medicare \$34.29  
 Instructional/Staff Development SUI \$2.83

**Total :**

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

Not Available

**Total :**

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

To be added

Inst/Staff Dev/ Registration Fees \$200.00

**Total :**

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

**Total :**

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

Drug Free Motivational Student Items to Support SRB Program/Drug Free Awareness Week

**Total :**

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

**Total :**

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

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

**Total :**

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

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

**Total :**

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

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

**Total :**

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

Student Agendas/Planners \$4,500.00  
Curriculum Center/Levelized Text \$2,500.00  
Student Incentives \$1,000.00

**Total :**