

HARRISON COUNTY SCHOOLS

**033 208 JOHNSON ELEMENTARY
SCHOOL**

531 JOHNSON AVE

BRIDGEPORT WV 26330

AllPlans Plan

Plan submitted: January 18, 2012

Johnson Elementary Profile

Soaring Beyond Expectations

Johnson Elementary is located at 531 Johnson Avenue in Bridgeport, West Virginia, a city of 8,000 residents in Harrison County. Our school facility was built in 1950, with additions made between 1992 and 1995. Johnson houses 566 students in kindergarten through fifth grade. Due to rising enrollment and space limitations, our prekindergarten classes (39 additional students) are housed offsite within a local day care center. Johnson Elementary's total enrollment is 605. The school has been declared "closed" to external transfers.

The majority of Johnson's student population (97%) is of Caucasian descent. 2% are of African American decent, and 1% of varied ethnicity. A non-Title I school, our free and reduced lunch rate is 22%.

Johnson has made Adequate Yearly Progress (AYP) since the inception of the WESTEST, with student scores typically the highest among all county elementary schools annually. Johnson was honored as an Exemplary School in 2009, 2010, and 2011 and a WV School of Excellence in 2010.

During the 2011-2012 school year, our kindergarten class is part of the initial implementation of the West Virginia Department of Education's Next Generation Standards. These Next Generation Standards will replace our current Curriculum Standards and Objectives (CSOs) as the primary curriculum. Additional grade levels will stagger annually until full implementation occurs in 2014. To provide preparation for the middle school concept, our fourth and fifth grades are departmentalized. Students rotate through four core curriculum areas - reading, math, science, and social studies / English – throughout the day.

Johnson has a high rate of parental involvement and an active PTA, which provides not only a host of regular volunteers, but also support for curriculum programs and initiatives through funds raised.

The Johnson Elementary School faculty boasts a seasoned staff of professionals, featuring higher-level degrees, National Board Certifications, and a strong willingness to continually grow.

Planning Committee

Name	Title	Representation
Alice Defazio	Kindergarten - Grade 1 Representative	*Teacher
Ben Mossburg	Student	*Student
Chris Culicerto	Special Education Representative	*Special Education *Teacher
Dawna Vecchio	School Technology Coordinator	*Technology *Administration *Teacher
Debra Stewart	Service Personnel Representative	*Service Personnel
Heather Holbert	Assistant Principal	*Administration
Jackie Rexroad	Grade 2 Representative / Technology Team	*Technology *Teacher
Katereni Coffman	Grade 4 - 5 Representative	*Teacher
Kay Burnett	Grade 3 Representative	*Teacher
Marcy Mossburg	Parent	*Parent
Thomas Athey	Grade 4 - 5 Representative / Technology Team	*Technology *Teacher
Vicki Huffman	Principal	*Administration

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

The committee, which includes administrators, teachers, parents, a representative from an area business, and a student, met regularly throughout the school year. Through discussions, staff surveys, collaboration and compromise, our school plan was developed. The purpose of the meetings were to reevaluate our goals and determine programs and initiatives that will help us reach those goals.

As educational leaders, we identify, evaluate and promote appropriate technologies to enhance and support instructional strategies. This paves the way to higher-levels of student achievement through maximizing technology-enriched environments.

Our goal is to provide instruction that is relevant and engaging. The rigor necessary for a child's success as a Global Citizen of the 21st Century must come from a culturally diverse, technology-enhanced and competitive learning environment. This is reflective of our state slogan, "Students deserve it. The world demands it".

Core Beliefs

All students can learn, perform at high levels, and succeed.

All students are provided equal opportunities.

School is a safe, nurturing, non-threatening environment.

Education involves communication among students, staff, parents, and the community.

Students are taught a relevant and rigorous curriculum enhanced by technology.

Mission Statement

The mission of Johnson Elementary School is to achieve excellence in education, to develop life-long learners who value themselves and others, and to encourage students to participate in and contribute to their communities so that they succeed in a constantly changing, diverse, and highly technical world.

Data Analysis

Key Outcome Indicators: After taking a comprehensive look at our data, we have determined that we should focus on improving student achievement by providing targeted instruction via the use of best practices. Students scoring below mastery level on standardized assessments and benchmarks will be provided direct interventions and instructional support. Those students scoring above mastery will be provided with enrichment opportunities to foster their continued growth. A focus will be placed on providing professional development opportunities to our teachers. Serving an instrumental role in student attainment and the modeling of skills, teachers will hone their craft and instructional repertoire by implementing the use of differentiated instruction, activities to match varied learning styles, and the use of technology.

External Trend Data: The Bridgeport community consists of mostly professional, upper-middle class citizens. Parents expose their children to many learning experiences and emphasize the importance of education at home. The community provides numerous cultural and enrichment events, many of which are made available to children during the school day. Education is supported by programs sponsored by our PTA, LSIC, Faculty Senate, West Virginia University Professional Development Schools, and our Partners-in-Education. Educational achievement is taken seriously and parental expectation is high.

Student Achievement Data: According to NCLB Data for the 2010-2011 school year, the actual percentage of the All Students (AS) subgroup scoring proficient or above in Mathematics was 66.90%. In Reading/Language Arts, the percentage was 72.53%. These scores indicate that Johnson Elementary is doing an effective job of accomplishing the core beliefs of our Five-Year Strategic Plan. Further examination of the 2011 WESTEST2 scores for grades 3-5 indicate that Johnson exceeded Harrison County and state levels for percentage proficient in all subject matters, in all three grade levels. Johnson leads all eleven Harrison County school tested in the following areas: third grade R/LA, third grade Social Studies, fourth grade Math, fourth grade R/LA, fourth grade Science, fourth grade Social Studies, fifth grade R/LA, fifth grade science, and fifth grade Social Studies. These scores provide proof of successful and consistent accomplishment of the school's goals and objectives.

Other Student Outcomes: Enrollment at Johnson has stayed consistent over the last three years. With classrooms nearing full capacity, we remain closed to external transfers. Our attendance rate is 99%. Johnson has a low discipline rate. According to our OSS Discipline Report, there were eleven out-of-school suspensions in 2009-2010 and eleven in 2010-2011.

Analysis of Culture, Conditions and Practices: One-hundred percent of Johnson Elementary School classes are taught by a Highly Qualified Teacher. Findings from the Digital Divide survey show we must utilize new technologies, productivity tools, and peripherals. Johnson Elementary School is striving to increase teacher proficiency in the use of technology. Teachers have had at least twelve hours of training in preparation for this school year. Classrooms are equipped with multimedia stations, including Apple laptop computers, projectors, Elmo's and interactive whiteboards. A mobile PC lab, mobile iPod, and iPad lab are available for classroom instruction. Our Digital Divide survey indicates the needs for an additional computer lab; however, we are currently without additional space. A technology professional is needed to help with classroom technology integration and maintenance.

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

OEPA Analysis

It appears that Johnson Elementary is meeting the criteria found in the OEPA checklist. Johnson was not audited this past year; therefore, there are no findings to address. Johnson Elementary was recognized as an Exemplary School in 2009, 2010, and 2011, and received the West Virginia School of Excellence award in 2010.

Prioritized Strategic Issues

Johnson Elementary will strive to ensure all students meet mastery and/or proficiency levels on all state and county-issued assessments. In connection with our primary goal, we will seek to provide quality instruction, centered on the use of research-based best practices for engagement and enrichment.

Staff will integrate technology into the scope of the curriculum, focusing on putting equipment in the hands of the students.

Goal 1: Increase student achievement levels in literacy and numeracy for all students.

Objective 1: Annually increase the number of students scoring at or above mastery in reading/language arts and mathematics on the WESTEST2.

Objective 2: By the end of each school year, increase the number of students scoring at or above benchmark on DIBELS Next, mClass Math, and Acuity assessments as compared to beginning of the year data.

Action Step 1: Begin the school year by disaggregating WESTEST2 / DIBELS Next, and mClass Math data to locate grade-level subject matter deficiencies and make plans for addressing those needs.

Core Plan Title II ESL Special Education

Action Step 2: Initiate a professional development program that will offer and provide staff with strategies relevant to instructional weaknesses found.

Core Plan Title II ESL Special Education

Action Step 3: Fund and implement after-school tutoring programs aimed at CSO reteach.

Core Plan ESL Special Education Technology Parental Involvement

Action Step 4: Utilize RESA-contracted interventionists to provide struggling K-3 students with instructional support.

Core Plan Special Education Technology Parental Involvement

Goal 2: Provide students with engagement and enrichment opportunities in all classrooms.

Objective 1: Annually increase the number of students scoring at or above mastery in reading/language arts and mathematics on the WESTEST2.

Objective 2: By the end of each school year, increase the number of students scoring at or above benchmark on DIBELS Next, mClass Math, and Acuity assessments as compared to beginning of the year data.

Action Step 1: Begin a new lesson plan review calendar and indicate teacher usage of differentiated instruction, hands-on learning activities, and approaches to meet various learning styles.

Core Plan ESL Special Education

Action Step 2: Provide staff development related to instructional strategies, modifications, and state-level initiatives.

Core Plan Title II Special Education Technology

Action Step 3: Provide instructional resources to support teachers' background of research-based best practices.

Core Plan Title II Special Education Technology

Action Step 4: Review and prepare teachers for the implementation of West Virginia Professional Teaching Standards and the role it will have in Curriculum and Planning (Standard 1) and Teaching (Standard 3).

Core Plan Title II

Goal 3: Increase the use of integrated technology throughout the curriculum.

Objective 1: Annually increase student and teacher usage of hands-on, engagement-rich technology for instructional purposes.

Objective 2: Annually increase teacher usage of portable, technology-based assessment tools.

Objective 3: Annually increase teacher integration and implementation of the state-mandated techSteps computer skills program.

Objective 4: Annually increase the number of teachers who attend technology-based trainings and conferences.

TECH/01:

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

Core Plan Technology

Students and teachers will receive access to and training on the use of an iPad.

Students and teachers will receive access to and training on the use of an interactive whiteboard.

Students and teachers will receive access to and training on the use of an Elmo.

TECH/02:

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

Core Plan ESL Special Education Technology

Teachers will incorporate techSteps to teach technology skills as an essential part of their curriculum.

Teachers will incorporate 21st century tools within their lesson plans.

Teachers will maximize student access to classroom and lab computers.

Students will utilize programs such as Odyssey, Acuity, and WV Writes to enhance their grade-level skills and knowledge.

Students and teachers will use WV Odyssey Basic Skills and Acuity Benchmarking lessons to prepare for the WESTEST2.

TECH/03:

Utilize telecommunications and internal connections within and between schools to enhance learning.

Core Plan Technology Parental Involvement

Teachers and administrators will communicate with each other and with parents using their state access email accounts.

Teachers and administrators will communicate with parents and students via LiveGrades, the school online gradebook program.

The Johnson Elementary School webpage will provide links to home access to Acuity and WV Writes

The Johnson Elementary School webpage will provide parents with current information regarding school events, calendar activities, newsletter announcements, and other relevant classroom information.

TECH/04:

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

Core Plan Technology Parental Involvement

Teachers and students will have access to school and county informational resources through the Harrison County and Johnson Elementary School webpages.

Teachers, students, and parents will have access to LiveGrades.

Teachers and students will have access to Odyssey Basic Skills, Acuity, WV Writes, and TechSteps to prepare for state-mandated testing.

Teachers and students will have access to the school's Distance Learning Lab.

Teachers and students will have access to United Streaming.

TECH/05:

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

Core Plan Technology Parental Involvement

Teachers will utilize the distance learning lab to conduct virtual field trips and webinars.

The school will ensure that the distance learning lab is available to students, parents, and community members where applicable.

Students will receive training on cyber-safety and cyber-bullying issues.

Teachers and students will have access to a wireless environment.

TECH/06:

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

Technology Parental Involvement

Teachers will use LiveGrades, their teacher web pages, and email to communicate with parents concerning student progress.

Parents and community members will have access to classroom news, school information, county information, and technology tips through the Harrison County and Johnson Elementary webpages.

Parents will be invited to observe in their child's classroom when the teacher is demonstrating the use of 21st century tools to enhance their instruction.

Teachers and administrators will communicate with West Virginia University as a Professional Development School through blogs, email, and other technology tools.

TECH/07:

Provide professional development for using new equipment and software, for training teachers and administrators to improve the integration of 21st century tools and resources.

Core Plan Technology

Professional development is available to the Johnson Elementary School staff and is held on Continuing Education days, Instructional Support and Enhancement days, and through our involvement in the WVU PDS program. This professional development will include focus on the following: techSteps, LiveGrades, virtual field trips, Acuity, action research to validate best practices, mobile labs, mClass Math, DIBELS Next, iPods, iPads, WV Writes, and website-homepage updates.

TECH/08:

Maintain and request repair of all equipment so that it is adequate and up to date for optimum instruction/evaluation.

Technology Parental Involvement

Teachers will be provided with work order request forms.

Teachers and students will sign a Computer Use Agreement, as required by the state and county.

County and RESA technicians, along with the school technology coordinator, will troubleshoot equipment and see that items are well-maintained, upgraded regularly, and installed with firewall and antivirus protection.

TECH/09:

Provide services, in collaboration with WVDE adult literacy programs, to maximize the use of technology.

Community members will be informed of Adult Basic Education Programs through the school and county webpage.

Parents will be provided with directions on how to access LiveGrades, WV Writes, Acuity at Home, and Odyssey through the school webpage.

Parents will be informed and encouraged to participate in courses offered at the Bridgeport Technology Opportunity Center at Bridgeport High School through school announcements.

Teachers and administrators will collaborate with West Virginia University through blogs, email, and other technology tools.

Beginning Date	Ending Date	Other Date	Related Goal(s)	Topic	Audience	Mode	Funding Source(s)	Local Use
Jun 13, 2011	Jun 13, 2011		Goal 1 - increase student achievement, Goal 2 - engagement and enrichment, Goal 3 - technology use	PLC - Increasing Technology Proficiency	Faculty	hands-on, small group, whole group, technology-driven	county funding	
Jun 14, 2011	Jun 14, 2011		Goal 1 - increase student achievement, Goal 2 - engagement and enrichment, Goal 3 - technology usage	PLC - Increasing Technology Usage in the Classroom	Faculty	hands-on, small group, whole group, technology-driven	county funding	
Jun 15, 2011	Jun 15, 2011		Goal 1 - increase student achievement, Goal 2 - engagement and enrichment	PLC - Six Traits of Writing / Writing Across the Curriculum	Faculty	hands-on, small group, whole group	county funding	
Aug 12, 2011	Aug 12, 2011		Goal 1 - increase student achievement	Data Days - WESTEST Data Analysis	Teachers/specialists in grade 3-5	hands-on, small group	county funding	
Aug 12, 2011	Aug 12, 2011		Goal 1 - increase student achievement, Goal 3 - technology use	Data Days - DIBELS and mClass Data Analysis	Teachers/specialists in grades K-2	hands-on, small group	county funding	
Aug 15, 2011	Aug 15, 2011		Goal 1 - increase student achievement, Goal 3 - technology use	Data Days - DIBELS Next School Training	Teachers/specialists in grade K-2	hands-on, small group, whole group, technology-driven	county funding	
Aug 15, 2011	Aug 15, 2011		Goal 1 - increasing student achievement, Goal 3 - technology use	Data Days - Developing Formative Assessments Using Acuity	Teachers/specialists in grade 3-5	hands-on, small group, whole group, technology-driven	county funding	
Aug 16, 2011	Aug 16, 2011		Goal 3 - technology use	LiveGrades Support Training	Faculty	hands-on, small group, whole group, technology-driven	N/A	
Aug 16, 2011	Aug 16, 2011		Goal 2 - engagement and enrichment	New Policy and Initiatives Review - Nutrition, Wellness, WV Moves	Faculty	hands-on, whole group	N/A	
Oct 26, 2011	Jun 10, 2012		Goal 2 - engagement and enrichment, Goal 3 - technology use	School Initiative Recap - Conference Request Forms, Lesson Plan Templates, Differentiated Instruction, iPad Usage, Teacher Multimedia Tools, LiveGrades Implementation Process, Health, Wellness, and Nutrition Guidelines	Faculty	hands-on, small group, whole group, technology-driven	N/A	
Nov 16, 2011	Nov 16, 2011		Goal 1 - increase student achievement, Goal 2 - engagement and enrichment	Modifications and Differentiated Instruction	Faculty	hands-on, small group, whole group	school funds	

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization
Example: Teacher 1	Example: Title I reading and mathematics	Example: explanation of utilization/description of services
Example: Teacher 2	Example: Title I reading	Example: explanation of utilization/description of services

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

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

5. Parent Involvement:

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date

<i>Other Activities and Correspondence for Parent Involvement</i>	
Activity or Correspondence	Frequency

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

School Parental Involvement Policy - Sample Template

PART I. GENERAL EXPECTATIONS

The **name of school** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the

ESEA.

· Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

· In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

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

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

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

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

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

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

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

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

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

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

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

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

(List actions)

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

(List actions)

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

(List activities)

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

(List activities)

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

(List actions)

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

(List actions)

7. The **name of school** shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002):

(List activities)

8. The **name of school** shall provide assistance to parents of children served by the school, as appropriate, in understanding topics

by undertaking the actions described below --

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

(List activities)

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

(List activities)

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

(List activities)

11. The **name of school** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities)

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

(List actions)

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

NOTE: The School Parental Involvement Policy **may** include additional information and describe other discretionary activities that the

school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the **name of school** on **date** and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before **date**.

(Signature of Authorized Official)

(Date)

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

School-Parent Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire 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 children achieve the State’s high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

SCHOOL-PARENT COMPACT

The _____ name of school _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The _____ name of school _____ will:

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

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

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

[Describe when the parent-teacher conferences will be held.]

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

[Describe when (frequency of the reports shall be indicated.)and how the school will provide reports to parents.]

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

[Describe when, where, and how staff will be available for consultation with parents.]

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

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*

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

??

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The name of school will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I,

Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the name of school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

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

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

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

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

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

Describe how the school trains teachers to work with parents.

The role of technology in our school is to provide the right tools and information to prepare our students for the constantly changing, diverse and highly technical world. We utilize the computer curriculum software program TechnoKids (school-owned software) and the state-mandated techSteps curriculum to meet the Technology Content Standards and Objectives and 21st Century Learning Skills. The use of Odyssey, the state basic skills software, and Acuity in lab and classroom setting will provide students with activities that teach, enhance and reinforce skills. Technology will be used to enhance instruction and be placed directly in the hands of the student users. A comprehensive school internet safety resource has been designed to foster digital citizenship and educate students on safe online behavior. We want our students to grow into confident, knowledgeable, and caring members of the online community. Our staff will receive professional development to improve technology skills for utilizing 21st century tools.

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

[Digital Divide](#)

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

Summarize concerns from the analysis of the survey.

Our school consists of 35 classrooms, which includes four modular buildings outside the main structure. We also house preschool students at Cubby's Day Care Facility. With an enrollment of 605 students including preschool, the greatest concern is our limited space for classrooms. We are unable to use closed circuit television, limiting our ability to communicate and share programming throughout the school. As of 2010, we now have security camera located in our hallways and along the perimeter.

Our classroom teachers have received Mac Book Pro laptop computers, projectors, SmartBoards and ELMO's to be used for instruction, as well as access to mobile laptop, iPod, and iPad labs.

Applications are available for basic skills instruction and assessment. Our teachers have been provided with professional development and after school training to utilize MacBooks, SmartBoards, ELMOs, iPods and iPads.

Classroom computers for students are in need of being replaced. The distance learning lab computers are also in need of being replaced. We need a part-time technology integration specialist to assist with technical problems and instructional uses.

Section 1: Profile Information

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

Location	Total Number
Classrooms:	<input type="text" value="35"/>
Buildings:	<input type="text" value="5"/>
Administrative Offices:	<input type="text" value="2"/>
Non-Instructional Offices:	<input type="text" value="4"/>
Library Media Center:	<input type="text" value="1"/>
Stationary Computer Lab:	<input type="text" value="2"/>
Mobile Computer Lab:	<input type="text" value="1"/>
Students:	<input type="text" value="605"/>

Grade Configuration: -

School Web Page Address:
<http://www.harcoboe.com/jes>

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

Section last modified 10/12/2011 16:10 by VJH33208

Classroom Connectivity Information

Network Connectivity in Classrooms

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

Number of Classrooms with these types of Network Connectivity

Number of Classrooms with Internet Access	<input type="text" value="35"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

Connectivity

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

Total Number of Computers (desktops and laptops)	Number of Computers with Network Connectivity
Number of computers (desktops and laptops) in the school with Internet access	<input type="text" value="237"/>
Number of drops in the school (drops are defined as wired connections that access the Internet)	<input type="text" value="225"/>

Do you have wireless connectivity in the school?

Yes No

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

61

Section last modified 10/07/2011 10:10 by dvecchio@access.k12.wv.us

Section 3 and 4: Desktop, Notebook and Netbook Computers

		Windows XP	Windows Vista	Windows 7	Apple OSX	Linux	Totals
Administrative Computers	Desktops	2	0	0	0	0	2
	Notebooks	1	0	1	1	0	3
	Netbooks	0	0	0	0	0	0
Non-Instructional Computers	Desktops	4	0	0	0	0	4
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Classroom/Student Computers	Desktops	101	0	0	0	0	101
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Classroom/Teacher Computers	Desktops	35	0	0	0	0	35
	Notebooks	3	0	0	28	0	31
	Netbooks	0	0	0	0	0	0
Library Media Centers	Desktops	6	0	0	0	0	6
	Notebooks	0	0	0	0	0	0
	Netbooks	0	0	0	0	0	0
Stationary Lab	Desktops	54	0	0	0	0	54
	Notebooks	2	0	0	0	0	2
	Netbooks	0	0	0	0	0	0
Mobile Lab	Desktops	0	0	0	0	0	0
	Notebooks	30	0	0	0	0	30
	Netbooks	0	0	0	0	0	0
Totals		238	0	1	29	0	268

Section last modified
10/07/2011 10:10 by
dvecchio@access.k12.wv.us

Section iPads: iPads

	iPads
Administrative Computers	2
Non-Instructional Computers	30
Classroom/Student Computers	0
Classroom/Teacher Computers	2
Library Media Centers	0
Stationary Lab	0
Mobile Lab	1
Total Number of iPads in School	35

Section last modified
09/28/2011 08:09 by
dvecchio@access.k12.wv.us

Section 5: Connectivity

Connectivity

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

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

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

237

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

225

Do you have wireless connectivity in the school?

Yes No

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

61

Section last modified 04/14/2010 15:04 by dvecchio@access.k12.wv.us

Section 6: Equipment Count

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

45

Count all rooms including administrative and offices.

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

35

Projection Devices

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

Projection Devices

Mobile	Mounted Permanently	Totals
--------	---------------------	--------

Projection Devices

18	6	24
----	---	-----------

Electronic White Boards

3	25	28
---	----	-----------

Section last modified 08/26/2011 21:08 by dvecchio@access.k12.wv.us

Section 7: Professional Development

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

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

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

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

7.1 Number of teachers in the school.

7.2 Number of teachers trained for 0 hours.

7.3 Number of teachers trained for 1-5 hours.

7.4 Number of teachers trained for 6-15 hours.

7.5 Number of teachers trained for 16-25 hours.

7.6 Number of teachers trained for 26-50 hours.

7.7 Number of teachers trained for more than 50 hours.

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

36

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

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

Section last modified 09/07/2011 12:09 by VJH33208