



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Federal Programs Director submits required plans to LEA system's e-GAP Document Library



NAME OF SCHOOL: Winfield Elementary School (WES)				
STREET ADDRESS: 601 County Highway 14		CITY: Winfield	STATE: Alabama	ZIP CODE: 35594
CONTACT: Randy Thomley		TELEPHONE: (205) 487-2305	E-MAIL: rthomley@winfieldal.org	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. This plan will be made available on the Winfield City Schools website. Copies will be made available at the local school upon request. Copies of the parental involvement section of the plan will be distributed to all parents.
*Board Approval: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Board approval received on _____, 2009.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

System:

School:

April 20, 2009

This plan was developed/or revised during the following time period (April-November 2009):

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 faculty and staff of Winfield Elementary School (WES) use data from SAT 10, DIBELS, ARMT, Response to Instruction (Headsprouts, My Reading Coach, and Riverdeep), and Read Well and Scott Foresman Assessments to guide instruction. Teachers compare test scores from the previous school year with data of the existing school year. Teachers also fill out student placement sheets near the end of each school year to provide information for scheduling. Surveys are sent to teachers to assist with meeting the individual academic needs of all students. Parents are invited to attend meetings about the Federal Programs that are offered, and they are given the opportunity to complete surveys about the academics, safety, and communications of the school.

<p align="center">Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures (Indicates participation in the development of the CIP)</p>
<p align="center"> Randy Thomley Becky Adams Stacia Berryhill Brandy Upton Cindy Miles Paige Quinn Kiki Hennicke Crystal Beasley Kim Wyers Sharon Evers Melissa Cantrell Shane Hughes </p>	<p align="center"> Principal Federal Programs Coordinator Title 1 Resource Teacher Title 1 Resource Teacher Reading Coach 4th Grade Teacher Special Education Teacher 1st Grade Teacher Parent Parent Parent Community Representative </p>	

System:

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Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- Click on Accountability Reporting.
- Choose 2008-2009.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)
- Then, right click and select COPY.
- Return to this document and CLICK IN THIS BOX.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.

System:

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Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
The superintendent received data for all school systems across the state on ARMT and SAT 10. He shared the information with the building principal. The principal gave data to teachers for existing and previous school years. Teachers compared the data to guide instruction and determine what was successful and what might need to be improved.	
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.	
Prospective teachers are interviewed by the principal and the superintendent. Staffing decisions are based on dialogue that includes questions related to the applicant's highly qualified status, educational background, employment history, and previous teaching assignments. Teacher placement decisions are based on identified school and/or grade strengths and weaknesses.	
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: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: 2008-2009 3 rd GRADE - READING 94% MATH 92% 4 TH GRADE - READING 89% MATH 86%	Weaknesses: 2008-2009 3 rd Grade - Reading 6% did not meet proficiency level. Math 8% did not meet proficiency level. 4 th Grade Reading - 11% did not meet proficiency level. Math 14% did not meet proficiency level.
Alabama Science Assessment:	
Strengths: N/A	Weaknesses: N/A

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Stanford 10:	
Strengths: SAT 10 DATA 2008-2009 3 rd Grade Reading 72-6 Math 78-7 4 th Grade Reading 67-6 Math 71-6	Weaknesses: SAT 10 DATA 2008-2009 15% of 3 rd grade students scored below average range in Math Reasoning and Problem Solving. 20% of 4 th grade students scored below average range in Math Estimation.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: 2008-2009 Kindergarten Phoneme Segmentation (PS) 99% benchmark Nonsense Word Fluency (NWF) 94% benchmark 2008-2009 1 st Grade Oral Reading Fluency (ORF) 99% benchmark 2008-2009 2 nd Grade Oral Reading Fluency (ORF) 87% benchmark	Weaknesses: 2008-2009 Kindergarten (PS) 1% did not benchmark (NWF) 6% did not benchmark 2008-2009 1 st Grade (ORF) 1% did not benchmark 2008-2009 2 nd Grade (ORF) 13% did not benchmark

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: N/A	Strengths: N/A
ACCESS for English Language Learners (ELLs):	
Strengths: N/A	Strengths: N/A
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: WES Teachers scored highest in the PEPE areas of: 3.4 - Uses Assessment Results 3.36 (based on 4.0 scale) 4.1 - Manages Class Time 3.45 5.1 - Involves Students in Interaction 3.36	Weaknesses: WES Teachers scored lowest in the PEPE areas of: 1.2 – Identifies various instructional strategies 3.0 (based on 4.0 scale) 2.1 – Orients student to the lesson 3.0 5.4 – Maintains physical environment conducive to learning w/ limitation of facilities 3.0
Additional Data Sources: (e.g., Alabama Alternate Assessment (AAA), School Technology Plan Data)	
AAA Strengths: Three students participated in the AAA – one 1 st grader and two 4 th graders. One student scored at Level 3 in Reading and Math School Technology Plan Strengths: WES uses My Reading Coach, Head Sprout, and is adding My Skills Tutor (all web-based programs) for	AAA Weaknesses: Two students scored at Level 2 in the area of Reading. One student scored at Level 2 in the area of Math. School Technology Plan Weaknesses: Budget cuts have eliminated the WES technology teacher position.

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intervention. WES has one computer lab and is adding a 2 nd one. WES uses sound amplification systems in Kindergarten and 3 rd grade and is adding units for all 4 th grade classrooms.	
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: 2008-2009 - Read Well Assessment (RWA) for Kindergarten (Students are assessed on 1st grade RWA at the end of the school year). 91.25% of Kindergarten Students tested ready (Unit 10 or higher) for 1st grade	Weaknesses: 2008-2009 Read Well Assessment (RWA) for Kindergarten 8.75% of Kindergarten Students tested unprepared for 1st grade
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A

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Part I – Continued (CULTURE RELATED 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: 2008-2009 0% suspensions 0% Expulsions	Weaknesses: Student attendance is inconsistent in all grades with a small portion of students.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A	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: 2008-2009 18 out of 42 teachers had 5 or less absences (42.8%).	Weaknesses: 42 teachers used 502 sick leave days for an average of 11.95 days for a 180 day school year 3 teachers used 179 sick leave days (maternity leave) for an average of 59.66 days out of 180 day school year. Teacher attendance rate in Grade 4 for the 2008-2009 school year was 84.55%/
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: 2008-2009 Student attendance for K-4 is 97.1 %	Weaknesses: 2008-2009 2.9% of students have poor attendance. Kindergarten has the highest absentee rate of 5.05%
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: A 2008-2009 Principal Survey to Parents revealed (Range 0-4): Communication between principal and parents (3.9) High standards are set for staff and student performance (4.0) An income of \$23,803 for a family of 3 qualifies for free meals. An income of \$33,874 for a family of 3 qualifies for reduced meals. 58% of WES families did not qualify for free or reduced meals.	Weaknesses: A 2008-2009 Principal Survey to Parents revealed (Range 0-4): Parents are given the opportunity to provide input on school matters that affect them (3.4) Parents are engaged in school improvement planning (3.7) An income of \$23,803 qualifies for free meals. An income of \$33,874 for a family of 3 qualifies for reduced meals. 42% of WES families qualified for free or reduced meals.
School Perception Information related to student PRIDE data.	
Strengths: N/A	Weaknesses: N/A
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: N/A	Weaknesses: N/A
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: N/A	Weaknesses: N/A
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: Teachers study content clusters and process clusters of the SAT 10 of students that will be in their classroom in the existing school year. Clusters are arranged as: above average, average, below average. This allows teachers to know strengths and weaknesses of their students. Twenty four security cameras are located throughout the building to ensure student safety. WES has a new 4 th grade System completed during the 08-09 school year. A student computer lab is available to all students in the library. Plans are to add a new lab in the 4 th grade building.	Weaknesses: Additional scientifically research based materials/programs are needed to improve achievement in the areas of reading and math with professional development for teachers in the use of these programs. SRB materials needed in the areas of math and reading are <i>Test Best</i> materials, <i>Skills Tutor</i> , a computer lab for 4 th grade and sound amplification systems for the purpose of improving achievement.

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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. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): SAT 10 math scores for 4th grade students will improve from 71 NPR to 73 NPR during the 2009-2010 school year. ARMT math scores will improve from 86% to 88% during the 2009-2010 school year.

Data Results on which goal is based: During the 2007-2008 school year 3rd grade students scored 79 NPR on the math portion of the SAT 10. The same students scored 71NPR on the math portion of the SAT 10 in the 2008-2009 school year. During the 2007-2008 school year 3rd grade students scored 93% on ARMT math. The same students during the 2008-2009 school year scored 86% on ARMT math.

TARGET GRADE LEVEL(S): 4 th grade	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: SAT 10, ARMT results	TARGET STUDENT SUBGROUP(S): All 4 th grade students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE?	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?
Alabama Course of Study (ACOS) Math-(Adopted 2003-Effective 2004/2005) Grade 4 Standards- Standard 6 (Estimating sums and differences of whole numbers by using appropriate strategies...) Standard 7 (Estimating products and quotients of whole numbers by using appropriate strategies...) Standard 8 (Recognize equivalent forms of commonly used fractions...) Standard 11(Drawing lines of symmetry in triangles, quadrilaterals...) Standard 14 (Estimating perimeter and area of irregular shapes...)	STRATEGY: Align the taught curriculum and the content clusters of the SAT 10. ACTION STEP: The 4 th grade math teacher will: <ul style="list-style-type: none"> Collaborate with 3rd grade teachers and 4th grade colleagues. Identify areas of weakness of focus and content and process clusters of SAT 10 math. Align the ACOS curriculum and SAT 10 standards in a sequential and logical order. 	Curriculum alignment will be included in lesson plans and discussed in grade level meetings weekly. Instructional pacing and assessment data will be discussed during grade level meetings. At mid year the 4 th grade math teacher will provide evidence of teaching the aligned curriculum. Instructional walk throughs will indicate use of My Skills Tutor, Accelerated Math and sound amplification systems. The 4 th grade math teacher will compare NPR scores of students against their 3 rd grade scores.	Diagnose deficiencies in non-mastery students and provide support to these students. Students will use a new 4 th grade computer lab for Accelerated Math testing. The sound amplification systems will be used to enhance learning for auditory learners as well as all other students.	Test Best materials will be purchased for \$200.00. Skills Tutor will be purchased at a cost of \$40,000.00. A 4 th grade computer lab will be added for \$10,000.00. Four sound amplification systems will be added at a cost of \$4,580.00.

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<p>2009-2010 ARMT MATH Grade 4</p> <p>ARMT Content Standards Grade 4-</p> <p>Standard 4 (Demonstrate addition and subtraction of fractions...)</p> <p>Standard 8 (Recognize equivalent forms of commonly used fractions...)</p> <p>Standard 11 (Identify triangles, quadrilaterals, pentagons, hexagons...)</p> <p>Standard 14 (Measure length, width, weight, and capacity using metric...)</p> <p>Standard 17 (Represent numerical data using tables and graphs...)</p>	<p>STRATEGY: Align the taught curriculum and the items tested on the ARMT.</p> <p>ACTION STEP: The 4th grade math teacher will:</p> <ul style="list-style-type: none"> Collaborate with 3rd grade teachers and 4th grade colleagues. Identify areas of weakness of items tested on the 4th grade ARMT. Align the ACOS curriculum and ARMT objectives in a sequential and logical order. 	<p>Curriculum alignment will be included in lesson plans and discussed in grade level meetings weekly.</p> <p>Instructional pacing and assessment data will be discussed during weekly grade level meetings.</p> <p>At mid year the 4th grade math teacher will provide evidence of teaching the aligned curriculum.</p> <p>Instructional walk throughs will indicate use of My Skills Tutor and Accelerated Math.</p> <p>The 4th grade math teacher will compare ARMT math scores of students against their 3rd grade scores.</p>	<p>Diagnose deficiencies in non-mastery students and provide support to these students.</p> <p>Students will use a new 4th grade computer lab for Accelerated Math testing</p>	<p>Test Best materials will be purchased for \$200.00.</p> <p>Skills Tutor will be purchased at a cost of \$40,000.00.</p> <p>A 4th grade computer lab will be added for \$10,000.00.</p> <p>Four sound amplification systems will be added at a cost of \$4,580.00.</p>
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			

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 GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): SAT 10 reading scores for 4th grade students will improve from 67 NPR to 69 NPR during the 2009-2010 school year. ARMT reading scores will improve from 89% to 91% during the 2009-2010 school year.

Data Results on which goal is based: During the 2007-2008 school year 3rd grade students scored 70 NPR on the reading portion of the SAT 10. The same students scored 67 NPR on the reading portion of the SAT 10 in the 2008-2009 school year. During the 2007-2008 school year 3rd grade students scored 92% on ARMT reading. The same students during the 2008-2009 school year scored 89% on ARMT reading.

TARGET GRADE LEVEL(S): 4 th grade	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: SAT 10, ARMT results	TARGET STUDENT SUBGROUP(S): All 4 th grade students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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System:

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WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE?	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?
<p>Alabama Course of Study (ACOS) English Language Arts including Reading-(Adopted 2007-Effective 2009/2010) Grade 4 Standards-</p> <p>Standard 2 (Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms...)</p> <p>Standard 3 (Use a wide range of strategies, including distinguishing fiction from nonfiction...)</p> <p>Standard 5 (Use a wide range of strategies and skills, including using sentence structure, locating information...)</p>	<p>STRATEGY: Align the taught curriculum and the content clusters of the SAT 10.</p> <p>ACTION STEP: The 4th grade reading teachers will:</p> <ul style="list-style-type: none"> Collaborate with 3rd grade teachers and each other. Identify areas of weakness of focus and content and process clusters of SAT 10 reading. Align the ACOS curriculum and SAT 10 standards in a sequential and logical order. 	<p>Curriculum alignment will be included in lesson plans and discussed in grade level meetings weekly.</p> <p>Instructional pacing and assessment data will be discussed during grade level meetings.</p> <p>At mid year the 4th grade math teacher will provide evidence of teaching the aligned curriculum.</p> <p>Instructional walk throughs will indicate use of Scott Foresman Reading, Read Well, My Skills Tutor, and the sound amplification systems.</p> <p>The 4th grade reading teachers will compare NPR scores of students against their 3rd grade scores.</p>	<p>Diagnose deficiencies in non-mastery students and provide support to these students.</p> <p>Students will use a new 4th grade computer lab for My Skills Tutor</p> <p>Students will also participate in Accelerated Reader throughout the year with books from the school library.</p> <p>The sound amplification systems will be used to enhance learning for auditory learners as well as all other students.</p>	<p>Skills Tutor will be purchased at a cost of \$40,000.00.</p> <p>A 4th grade computer lab will be added for \$10,000.00.</p> <p>Four sound amplification systems will be added at a cost of \$4,580.00.</p>
<p>2009-2010 ARMT Reading Grade 4</p> <p>ARMT Content Standards Grade 4-</p> <p>Standard 2 (Demonstrate reading vocabulary knowledge, including recognition...)</p> <p>Standard 3 (Use a wide range of strategies, including distinguishing fiction from non-fiction...)</p> <p>Standard 5 (Use a wide range of strategies and skills including using sentence structure...)</p>	<p>STRATEGY: Align the taught curriculum and the items tested on the ARMT.</p> <p>ACTION STEP: The 4th grade reading teachers will:</p> <ul style="list-style-type: none"> Collaborate with 3rd grade teachers and 4th grade colleagues. Identify areas of weakness of items tested on the 4th grade ARMT. Align the ACOS curriculum and ARMT objectives in a sequential and logical order. 	<p>Curriculum alignment will be included in lesson plans and discussed in grade level meetings weekly.</p> <p>Instructional pacing and assessment data will be discussed during grade level meetings.</p> <p>At mid year the 4th grade reading teachers will provide evidence of teaching the aligned curriculum.</p> <p>Instructional walk throughs will indicate use of My Skills Tutor.</p> <p>The 4th grade reading teachers will compare ARMT reading scores of students against their 3rd grade scores.</p>	<p>Diagnose deficiencies in non-mastery students and provide support to these students.</p> <p>Students will use a new 4th grade computer lab for My Skills Tutor</p>	<p>Test Best materials will be purchased for \$200.00.</p> <p>Skills Tutor will be purchased at a cost of \$40,000.00.</p> <p>A 4th grade computer lab will be added for \$10,000.00.</p> <p>Four sound amplification systems will be added at a cost of \$4,580.00.</p>

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

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): N/A WES does not receive Title III funds. AMAOs are not reported for WES. WES ELL teacher uses WIDA standards when preparing goals for ELL students.

Data on which goal is based: N/A

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

***WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

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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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PRECEPTION, AND PROCESS DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN
Teacher attendance rate in Grade 4 for the 2008/2009 school year was 84.55%.	<p>A system of providing health information and wellness will be addressed throughout the year.</p> <ul style="list-style-type: none"> ✓ Weight Watchers at Work through PEEHIP enrollment ✓ Flu immunizations ✓ Scale Back Alabama ✓ PEEHIP-funded Wellness Screening 	<p>Information regarding health and wellness for staff members.</p> <p>Monthly attendance reports provided by the Board of Education.</p>	
Survey data revealed that kindergarten students had the highest rate of absence during the 2008/2009 school year at 5.05%.	<p>The following plans are in place to improve kindergarten attendance for the 09/10 school year.</p> <ul style="list-style-type: none"> ✓ Establish a tangible incentive plan for students. A healthy, nutritional party for the homeroom with the highest attendance in the 1st semester. ✓ Use the <i>School Cast</i>, automated phone system, to contact parents daily when students are absent. ✓ Teachers will call parents personally after two consecutive days of absence by a student. 	<p>Access to <i>School Cast</i> system</p> <p>Supplies for incentives program.</p>	

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

1. 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)
Winfield Elementary School has established a formal teacher mentoring program established by the Alabama State Department of Education and administered by the elementary school principal. The optimal goal for our program is to improve teaching practices. The program is designed to provide on-going support for new or struggling teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable by subject, grade, and proximity. The mentor and new teacher meet weekly. Meetings are documented on a compact log which reflects date, length of meeting, and focus. New teachers make classroom observations and the mentor observes the class teacher. The mentoring program includes training for both mentors and new teachers.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Winfield Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage: <ul style="list-style-type: none">• The State of Alabama School Foundation Program: The State of Alabama funds the <u>BASIC</u> programming in terms of teacher units based on student enrollment. For the 2009-2010 school year the state is funding 35.95 units, plus fringe benefits, teacher supply money, Technology, Library Enhancement, Professional Development, ELL, and textbooks. The grand total of state money is \$2,572,333.00. A budget detail is attached to this plan.• Title I - Part A (Federal): This money is used to <u>SUPPLEMENT</u> regular funded programming. For the 2009/2010 school year, Title I monies are being used to fund two teachers, and to purchase materials/instructional supplies. This budget total is \$158,232.00 and is spent in addition to state/local monies.• Title II – Part A (Federal): This money will be used for Professional Development activities, Class-Size Reduction (CSR) teachers if the school is in need of teachers to reduce pupil/teacher ratios in K-8, and the Recruitment /Retention of Highly Qualified Teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Class-Size Reduction units must be in addition to state funded units. Recruitment/Retention activities must be approved by the Federal Programs Department and meet all NLLB criteria. The Title II budget for 2009-2010 is \$253.00.• Title IV – Safe and Drug Free Schools (Federal): These funds will be used for security offices at school events, materials/supplies that deal with drug-free education activities such as Red Ribbon Week, and contracted services such as conducted by the Agency For Substance Abuse. Students participate in these programs, which are in addition to the regular programs. The Title IV budget for 2009/2010 for WES is \$492.00. Funds will be used to enhance security efforts in prevention, intervention, and identification for a safe drug-free school environment.• Title VI – For Rural and Low-Income Schools – These funds are designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. At WES for the 2009-2010 school year \$4,243.00 has been designated to assist in providing professional development for teachers.
3. 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.
Winfield Elementary School has a Kindergarten registration each year in the spring. Students are given vision and hearing screenings, dental screening, and a physical examination by physicians and nurse practitioners. They also take a test on Reading and parents see a film on what expectations are for new Kindergarten students. Kindergarten Teachers also go to the preschools in the spring to read stories with children that will begin Kindergarten the next year. The Kindergarten teachers speak one night at a preschool with parents about expectations as well. Fourth grade students walk to the middle school in May to be given a tour by fifth grade students who have been organized by the school counselor. During this tour the students get some idea of what life will be like when they begin middle school in the fall. They tour the office, lunchroom, library, gym, and fifth grade classrooms. At each location they meet people they will come in contact with as fifth graders: the secretary, nurse, lunchroom workers, librarian, coaches, and fifth grade teachers. When everyone regroups, the counselor talks to the students about issues that will be facing them soon. When available, the principal will also meet with the students and answer any questions they might have. The students feel better prepared for the beginning of the 5 th grade as they leave with information about Winfield Middle School.
4. 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.
Winfield City Schools' reputation for academic excellence and hard work attracts potential teachers. Yearly test scores that are available to the public encourage prospective teachers to look at available teaching positions. The decision of hiring highly qualified staff is made by the superintendent and the local school. Principals are required to have knowledge of each teacher's highly qualified status and the areas the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school and are monitored by the administration and Central office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and system-wide activities organized by Central Office staff. Teachers are encouraged to seek additional professional development activities.

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5. 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.

Teachers in grades 1 – 4 do a SAT10 and ARMT Data study during the summer when scores arrive. They compare NCE Scores of SAT10 Data from the previous year with the new data based on children that were enrolled in their classroom. They also study the content clusters to look for areas of focus. The teachers also study the ARMT Data to see which students were performing below proficiency levels. They target the areas of focus as they plan instruction. Kindergarten teachers have their children assessed each year in May on 1st grade Read Well. This allows the teacher to evaluate areas of focus in her instruction, and it also allows 1st grade teachers the opportunity to plan for proper placement for the students when they begin 1st grade. Planning time for teachers is the same based on grade level. This allows for collaboration throughout the school year. The principal and reading coach meet with teachers once a week.

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

All students at WES, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, WES uses the Department on Human Resources (DHR), the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to their children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The counselor and ELL Teacher identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, and the school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. The ELL teacher also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

The counselor and administrator identify migrant students upon enrollment. Parents or guardians of each student receive a migrant education survey which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students.

WES provides special education services and uses appropriate procedures in accordance with Federal and Alabama State laws and regulations. The Special Education Coordinator tracks referrals and notices sent to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan using the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. WES ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

The school counselor is responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. WES is contacted by the Department of Human Resources, Social Services, or parents to initialize identification of homeless students. The Federal Programs Coordinator identifies possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and At-Risk. WES uses Title 1 and supplementary community resources to provide homeless students with necessary, school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified at WES when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Central Office personnel, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent students at WES. The administrator monitors student's grades and absences and ensures that neglected/delinquent students have access to additional services

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as needed, including school supplies and clothing. The administrator works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and At-Risk.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

7. 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.

WES offers an after school program called Stepping Stones. Students in this program receive homework help in their areas of focus. WES also offers a summer school program that runs for one month. Information is sent home to parents to encourage them to allow their children to participate. Areas of academic needs are identified and worked on during summer school. Community Education also provides programs of support for students at WES. WES teachers provide tutoring services to students with specific academic areas of focus when funds are available.

Progress monitoring occurs in a timely manner for certain students based on DIBELS benchmark assessment. The Reading Coach provides intervention in small groups with the most needy students.

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Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

1. During the first full month school is in session in the fall, Winfield Elementary School holds its required annual meeting for all parents. Parents are notified of the meeting through (1) notices/invitations sent home with the students, (2) Title I newsletter, (3) notices posted at the school, (4) notices placed on the electronic bulletin board at the high school, (5) verbal invitations, (6) WES blog (website), etc. System leadership and staff of Winfield Elementary School believe strongly in the importance of parental involvement and therefore, to assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times – once during the school day and once after school. Topics to be discussed at this year’s meeting are:

- Continuous Improvement Plan (CIP)
- What it means to be a Title I School
- The 1% Set-Aside
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- The School Parental Involvement Plan
- The Annual Evaluation of the Parental Involvement Plan
- The process for how all title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- School-Parent Compacts
- Requesting Qualifications of your Child’s Teacher
- Notifications of teachers who are not Highly Qualified
- Introduction of Parent Leaders/Contacts
- Timeline for this year’s Parent Involvement Opportunities (including opportunities to share in decision-making).

2. The leadership and staff of WES have a strong belief in the importance of parental involvement and therefore have put measures in place to offer meetings on a flexible schedule. Our annual meeting for parents will be offered two times during the first full month of school – once during the school day and once in the afternoon following the close of the school day. During Parenting Day in October the school invites parents to the school between the hours of 1:00 PM and 7:00 PM in hopes of reaching as many parents as possible. Additional Title I information is distributed at that time, especially to parents that were not able to attend either of the first two meetings.

3. WES believes in involving parents in all aspects of its Title I programs. We have four parent representatives on the CIP committee who were active participants in the development of the plan and were involved from the first meeting of the committee. Parents were given the opportunity to review the plan and offer input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents for the next school year. Each year, the CIP, including the parental involvement plan, is reviewed and evaluated. Results of the parent survey are reviewed by the parent representatives and CIP committee in determining needed changes.

4. WES uses its parental involvement funds to purchase materials and supplies for the school’s parent information area.

B. Parental Involvement: 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.

At its annual meeting of parents at the beginning of the school year Winfield Elementary School (WES) holds a general meeting where information is presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about the following subjects taught: reading, math, language, science, social studies, physical education, music, and computer science. They also learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents are given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the Parental Involvement Plan.

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WES has a small number of parents whose native language is not English. Documents and information, to the extent practicable, are provided to those parents in their native language. The same information listed above is also available at/during Parenting Day in October. Parents are invited to visit their child's classrooms and meet their child's teachers. At this time, teachers provide additional information on the subjects they teach and how students are individually assessed.

C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

WES revised its school-parent compact in June of 2009 to ensure adherence to SDE requirements. The new compact was developed through a coordinated effort by school staff members and the Parent Advisory Committee. Parents were given a copy of the new compact at the annual parents' meeting in September. The compact was explained to the parents, and they were asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Compacts were sent to parents who were unable to attend the parent meetings. The compacts will be discussed with teachers at faculty meetings. Each teacher is given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent-teacher and/or student-teacher conferences.

D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In April of each year, WES will bring its CIP Committee together to review, evaluate, and revise its Continuous Improvement Plan. There are four parents on the Committee who represent all of the parents of the school. During the review process, all parents will be notified of the review through notices sent home, emails, the school blog, and informal meetings. The notices make the parents aware that the plan is under review, that a copy of the plan is available for review in the library or Title I resource room and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time as the CIP is submitted.

E. Parental Involvement: 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.

Winfield Elementary School will accomplish much of this through its annual parents' meeting held at the beginning of the school year. At that time, parents receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. WES also offers Open House in August wherein parents are given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed. Parenting Day in October also presents opportunities for parents to visit their child's classrooms and discuss academic progress and assessments – individual, school, and State.

(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.

WES's CIP Committee works to ensure that all parent materials and training is closely aligned with our school's identified goals. WES provides hands-on reading material for the parents to assist them in understanding how they may help their child be more successful. Materials are provided in English and Spanish. Throughout the year, presentations are held on topics that address identified school goals. Since the CIP Committee identified reading as a goal for the 4th grade, we will hold parental involvement meetings on this topic and provide parents with related materials. Specific topics will include reading with your child, creating a home learning environment, and working with your child's teacher as a partner.

(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.

WES will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP Committee will place emphasis on the need to ensure a close connection between our school's identified goals and parent involvement activities. Therefore, this year the principal and Title I Resource Teachers will be

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working closely with each grade level, particularly the 4th grade, to ensure that grade-level meetings include parent involvement focus. The principal will set expectations that teachers work closely with him and the resource teachers in planning parent involvement activities and use materials that best meet the school's identified goals.

- (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.**

WES coordinates its parent involvement programs for all parents. We presently have eleven ELL students and WES actively attempts to involve the parents in parenting activities. We have an ELL teacher (a teacher shared between all three Winfield schools) who works with faculty and staff in meeting the needs of these parents. The Community Education program offers classes twice a year targeting communication and training with computers. Some of the classes specifically target parents whose native language is not English.

- (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.**

At the present time WES has eleven ELL students – eight of them receiving direct services and three of them are being monitored. Information on school meetings, parent notices, etc., is sent to parents of these children in their native language, when practicable. In addition, WES shares an ELL teacher with the other two schools in Winfield who assists in verbally communicating with these parents as needed.

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

WES makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. All Parental Involvement meetings and Title I meetings are offered twice in order to accommodate as many parents' schedules as possible.

F. Parental Involvement: 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:

- (7) **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.**

WES will hold two annual Title 1 meetings during the school year (One in the morning and one after school) to provide parents of participating children with the opportunity to learn about the State's academic content standards and achievement standards, state and local academic assessments, the requirements of Title 1, and how to monitor the academic progress of their child while working with teachers to improve the achievement of their children. The building principal and teachers will participate in a question and answer session with the parents.

- (8) **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.** WES sends home a newsletter each month that includes suggestions on how to help with homework and improve the academic achievement of children. The letter also includes character education tips along with parenting tips. Parents are afforded the opportunity to participate in literacy training and cursory technology skill through the community education program that is offered twice a year.

- (9) **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.** WES holds an Open House at the beginning of each school year. This gives teachers and parents the opportunity to engage in dialogue related to the day to day operations within the classroom. The transportation department allows bus drivers to meet parents at open house to discuss safety issues on buses and areas that the bus routes cover. WES holds a parenting day in October. Parents have the opportunity to visit with classroom teachers, see student work, and ask questions that pertain to the academic well being of their child. Parents also are encouraged to schedule parent conferences through the office during teacher planning. Discussions are held between the administration and teachers during grade

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level meetings about the role of parents and their involvement with the school. Teachers are encouraged to communicate with parents through phone calls, e-mails, and meetings, when appropriate. Parents volunteer to copy materials, read stories, and assist when appropriate. WES holds a Kindergarten registration in the spring. This allows new parents the opportunity to meet teachers, ask questions, and receive information about the expectation for Kindergarten students. WES invites parents to eat breakfast with students in the spring during Read Across America, and they are invited to a picnic during field day.

(10)**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.** WES holds a parenting day in October. Parents conferences are scheduled throughout the afternoon and evening. Parents have an opportunity to engage in dialogue with the teacher and administration about the education of their children. Parents participate in Building Based Student Support Team Meetings (BBSST) when appropriate. The BBSST is a committee that is designed to make suggestions and seek input on how to best serve individual students needs. Parents have an opportunity to meet with a committee of teachers and the administration to make recommendations and share ideas about what is best for the educational needs of their child. Six BBSST meetings are held during the school year. Parents are invited to participate in the continuous improvement planning for the school. They attend meetings, and help make suggestions about best educational practices.

(11)**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.** WES has a variety of ways to communicate with parents. WES has a school blog that is available to parents via the internet. The blog has information about activities and events that occur during the school year. The blog also has a comments section that allows parents to engage in dialogue with the administration. WES uses the School Cast phone system that notifies all parents in the event of emergencies. The system can also be used to notify parents about upcoming activities at school. WES sends home a monthly newsletter. The letter is translated in the appropriate language for ELL Learners. Report cards are sent home six times during the school year, and progress reports are sent at the mid-grading periods.

(12)**Shall provide such other reasonable support for parental involvement activities as parents may request.** Parents sign a parent/student handbook at the beginning of the school year. The handbook includes rules and suggestions for helping WES students to be successful. Parents are encouraged to read the handbook together their child and sign and return acknowledgement of having read the handbook. Parents are invited to call or schedule conferences if they have questions pertaining to the handbook. WES sends a parents right to know letter home at the beginning of each school year. This affords the parents the opportunity to request to see the credentials of teachers at the school.

G. Parental Involvement: 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.

Winfield Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. WES presently has eleven Spanish speaking parents; no migrant students. Every effort is made to accommodate parents with disabilities. WES is a handicapped-accessible building.

H. Parents' Right to Know: The Parent's Right to Know letter is sent to parents of each student attending a Title I participating school. It informs parents that they may request information regarding the professional qualifications of their child's teacher(s). Also, if a teacher is not Highly Qualified a letter is sent to parents who have students attending that teacher's class to let them know that their child's teacher is not highly qualified.

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Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES X NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES X NO**
- Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds) **YES X NO**

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	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?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Additional scientifically research based materials/programs are needed to improve student achievement in the areas of reading and math with professional development for teachers in the use of these programs/materials. WES will use a newly purchased scientifically research based Reading/Math program to improve student achievement and also accelerate student achievement.	Teachers will receive Professional Development from the <i>Skills Tutor</i> staff.	The initial training will be offered October 16, 2009. Additional PD will take place after teachers have had an opportunity to explore the program. There will be a minimum of three full days of PD during the 09/10 school year.	Students, along with teachers, will be afforded the opportunity to use technology to improve instruction and learning. Efforts will be made to ensure that students are offered the opportunity to learn with visual, tactile, kinesthetic, and auditory skills.	Skills Tutor will offer data that will identify how much time the program is being used and what outcomes individual students are having.	Federal Funds will be used to purchase the <i>Skills Tutor</i> program. Cost of program, including three days of professional development, \$40,000. This will provide Winfield Elementary School (and the two other schools in the system) access to <i>Skills Tutor</i> for four years. Consultants – Tim Jones and Nellie Ellington	

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Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

Example:

I. State Foundation Funds:		
State Foundation Funds TOTAL		\$2,572,333.00
Teacher Assigned Units: 35.95	classroom teachers: 35.95	\$1,823,044.00
ALL SALARIES		
Administrator Units: 1.00		
Assistant Principal: 0.00		
Counselor: 1.00		
Librarian: 1.25		
Instructional Supplies - textbooks		\$9,247.00
Library Enhancement		0
Technology		0
Professional Development		
State ELL Funds		0
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged TOTAL		\$159,232.00
Title I: Title I Staff Salaries, benefits Supplies – Instruction Parental Involvement – Set a-sides Staff Development – Travel Classroom Furniture		
Title II: Professional Development Activities TOTAL		\$253.00
Staff Development – Stipends, Benefits		

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Title III: For English Language Learners TOTAL	NA
Title IV: For Safe and Drug-free Schools TOTAL	\$492.00
Instructional Materials	
Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc. TOTAL	NA
0	
Title VI: For Rural and Low-income Schools TOTAL	\$4,243.00
Staff Development activities	
III. Local Funds (if applicable)	
Local Funds TOTAL	
NA	

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Part IX – MONITORING/REVIEW DOCUMENTATION

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>

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