

MARION COUNTY SCHOOLS

**047 209 JAYENNE ELEMENTARY
SCHOOL**

1504 COUNTRY CLUB ROAD

FAIRMONT WV 26554

AllPlans Plan October 15, 2008

Jayenne Elementary School is located at 1504 Country Club Road, Fairmont, Marion County, West Virginia. It is a multi-story masonry wood frame school built in 1921. It sits on slightly less than three acres of land with a ball field and a playground used extensively by the community. The school name is taken from the initials of J.N. (John Newlon) Camden, a native West Virginian who was an oil baron, coal baron and politician. The Fairmont community where the school was built was locally called the "J.N. rail years." Eventually the school known as the J.N. school officially became "Jayenne" keeping the informal name yet recognizing the importance of the entrepreneur who eventually became a United States Senator from West Virginia.

The racial makeup of the school is 78% white, 19% African-American, 2% Asian American. The school has 4 LEP students. The current student population is 258 representing 174 families. The percentage of needy students based on the second month enrollment from 2007-2008 is 60.9%. The median household income is \$25,628, with 19.3% of families earning between \$35,000-\$49,999. There are 19 professional personnel at Jayenne; 12 homeroom teachers, two Title I, one preschool teacher, a media specialist, and three special education teachers representing, speech, gifted and multi-categorical with autism. Jayenne has a guidance counselor one day a week. The average experience is 17.8 years.

Jayenne Elementary School lies outside the city limits of Fairmont and continues to attract real estate developers. Jayenne continues to receive students who parents buy and build newly constructed homes or purchase upper scale older homes.

Renovations through the years have enlarged the school. A multipurpose room was added in 2001. A total facelift and the additional of six more classrooms was completed in 2007. The same year the school earned the distinction of being named a West Virginia School of Excellence for the second time since 1999.

Jayenne was named a Title I Exemplary School in 2006 and 2007. Jayenne has made AYP every year since the inception of the NCLB requirement. Most recently, the school has added a Title I preschool program.

Planning Committee

Name	Title	Representation
Amie Rogers	Title I Facilitator	
Cathy Rogers	3rd Grade	
Dan Gockley	PTO Treasurer	*Parent
Jim Davis	LSIC Chair	
Joe Bosnick	Bus Driver (Service Personnel)	
Kathy Snider	2nd Grade	
Mel Yergovich	Service Personnel	
Sandra Basagic	4th Grade	
Stephanie Muller	PTO President	*Parent
Tina Peterman	Principal	

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

The committee to write the Strategic Plan is composed of volunteers that self-select at the Jayenne annual Open House held every year in September. This year the Open House was held September 4, 2008, at 6PM in the Multipurpose Room. One member is the LSIC chair, one the PTO president, three are faculty members, and one a service personnel.

Letters asking for input were sent to key members above. Those suggestions were discussed at the LSIC meeting on October 13.

Core Beliefs

1. All students, parents and personnel, through a committed partnership, have the responsibility for constructively contributing to the community and to a 21st Century global society. 2. All students can learn. 3. All students have a right to a safe, secure, and orderly learning environment. 4. All students must have equal opportunities and choices on how to learn and how to succeed in a 21st Century environment. 5. High expectations are essential for student success in the 21st Century. 6. In an environment of mutual respect, all stakeholders are responsible for their own actions. 7. All adults are responsible for the well-being of students. 8. Successful 21st Century schools require effective instructional leadership. 9. Teamwork is essential for effective learning. 10. Valuing diversity in people and in ideas enhances education and enriches the community.

Mission Statement It is the mission of Jayenne Elementary School to include all students to develop, promote student achievement and implement the understanding of "All means all, and that is all that all means." More specifically Jayenne will make available to each child: equal opportunity to learn and be successful; access to instructional materials, information and technology; knowledge in a sequential manner; knowledge of school rules of behavior; and, appropriate evaluative information, nurturing and encouragement necessary to make informed and correct decisions.

Data Analysis

Key Indicators

The economic indicators in Marion County and the recent national financial downturn has had an enormous effect on employment and job security in Marion County. As a result there is an increase in the low SES population and student transiency at Jayenne. The weak local job market offers abundant entry level positions, but few white collar opportunities. New families employed at the WV High Tech Consortium often seek residential housing in the neighboring counties. Economic decline often expose families who live in poverty on public assistance and this may be the reason for the increase in the number of students qualifying for free/reduced lunches. The increase in school violence in the nation and in the county have led to greater numbers of parents driving their children to and from school often creating traffic jams during opening/closing of the school day.

External Trend Data

Jayenne Elementary School's population has increased from 254 in 2007 to 283 in 2008. This number includes 24 students enrolled in preschool for half day sessions. Enrollment for fall 2008 necessitated the addition of one kindergarten, first grade teacher and one additional Title 1 teacher.

Jayenne continues to have an increase in the African-American population as well as an increase in the number of students qualifying for Free/Reduced status through the Marion County Child Nutrition Program from 53.6% in 2006-07 to 60.9 in 2007-08. This increase has provided an additional Title 1 teacher for the school year 2008-2009. Jayenne was recognized as a Title 1 Distinguished School for the second year in a row.

KidsCount, a national state-by-state effort to track the status of children in the U.S. reports the number of children being raised by single parents in WV has increased over the past 5 years from 28% to 32%. Single parents often have less disposable income leading to an increase in the number of children living below the poverty line. In addition the number of children in the 0 to 4 age group has increased from 28% to 34.2% over the last year suggesting the additional need for pre-school child care and the need for additional placements in Head Start. The increase in Jayenne's Black-Non Hispanic children necessitates the need to become more sensitive to these changing demographics and ethnic shifts through Multi-Cultural Education.

There has been a decline in the economic manufacturing base with a slight increase in small business entrepreneurship within the city limits of Fairmont. A new ethnic restaurant opened and the prospects of a chain restaurant in the downtown area may take place soon. Though this is a sign of some economic recovery, these are still minimum wage jobs. In the past few years a major project in the downtown area of Fairmont razed several homes leading to an increase in the need for lower income housing in the greater Fairmont area. Little rental availability in the attendance area led to a motel opening its rooms on a monthly basis which contributed to a slight increase in the low SES student population. Overall in the county, the homeless population has increased to the extent that a new facility has opened next to Scotts Place in downtown Fairmont. With an increase in the amount of crime in Marion County, a bailbondsman office has located to downtown. On a positive note, the High Tech Consortium Complex has added another company in the Technology Park which could

open up some higher-paying job opportunities. It is anticipated that the personnel from these newer will locate in Marion County instead of the bordering county. Fairmont General Hospital has scheduled the opening of a state-of-the-art Health Complex in January of 2009.

The evidence that there are more single family heads of the household is provided by the school Emergency Forms completed each year. For 2008, there is evidence that the head of the household is often a grandparent, aunt, or great-grandparent. This change translates to fewer parents available to assist with school-wide projects. Custodial adults, other than parents, are less likely to take an active role in their child's education. This single head of the household is also reflected in the distress level of adult caretakers who have to leave work to retrieve their children when/if they miss their bus or fall ill while at school. Fewer single parents attend PTO, LSIC, and Homeroom Mother meetings because they work outside the home. Entry level jobs held by a great number of our parents offer little job security.

There has been a great increase in the number of bus incidences resulting in several bus suspensions. Bullying and intimidation of students is on the increase which has resulted in higher numbers of in-school and out of school suspensions.

Student Achievement

WESTEST data indicates Jayenne Elementary School students increased in all subgroups in the areas of math, reading, social studies, and science. For the special ed subgroup, there was a decrease in performance on the social studies test. There was a 1% decrease in the performance of the all white subgroup.

WESTEST Spring 2008 - 3rd Grade

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	48	73.33%	80.48%	78.18%	83.33%
Low SES Subgroup	30	70.58%	65.00%	67.85%	86.66%
Special Ed. Subgroup	10	50.00%	80.00%	50.00%	70.00%
Black Subgroup	9	50.00%	62.50%	80.00%	77.77%

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	48	71.11%	78.04%	78.18%	83.33%
Low SES Subgroup	30	64.70%	80.00%	67.85%	80.00%
Special Ed. Subgroup	10	50.00%	80.00%	75.00%	60.00%
Black Subgroup	9	50.00%	62.50%	80.00%	77.77%

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	47	84.44%	90.24%	83.63%	82.97%
Low SES Subgroup	29	76.47%	90.00%	78.57%	82.75%

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	47	84.44%	82.92%	92.72%	85.10%
Low SES Subgroup	29	88.23%	80.00%	92.85%	86.20%

Special Ed. Subgroup	10	87.50%	100.00%	100.00%	60.00%
Black Subgroup	9	50.00%	87.50%	80.00%	88.88%

Special Ed. Subgroup	10	100.00%	80.00%	100.00%	70.00%
Black Subgroup	9	75.00%	75.00%	80.00%	77.77%

Out of 48 students who took the test in 3rd grade, 6 students scored partial mastery and 2 students scored Novice in Math; 5 scored partial mastery and 3 scored Novice in Reading/Language Arts; 5 students scored partial mastery and 2 scored Novice in Science; 7 students scored partial mastery and 1 student scored Novice in Social Studies. The 2 students who were Novice in Math were 1 white and 1 black. In Reading/Language Arts, the Novice students were 1 black and 2 white. In Science, the Novice were 2 white males. In Social Studies, there was 1 white male scoring Novice.

Jayenne Elementary has made master scheduling changes to address specific student needs through Fast ForWord as well as providing each homeroom teacher with scheduled computer times to use COMPASS and Thinkfinity to assist targeted students.

WESTEST Spring 2008 - 4th Grade

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	60	84.90%	86.36%	77.50%	88.33%
Low SES Subgroup	32	76.92%	80.00%	68.00%	81.25%
Special Ed. Subgroup	6	55.55%	100.00%	50.00%	83.33%
Black Subgroup	13	66.66%	75.00%	54.54%	84.61%

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	60	84.90%	84.09%	75.00%	86.66%
Low SES Subgroup	32	69.23%	80.00%	64.00%	84.37%
Special Ed. Subgroup	6	33.33%	100.00%	50.00%	83.33%
Black Subgroup	13	50.00%	50.00%	63.63%	84.61%

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	60	90.56%	81.81%	77.50%	85.00%
Low SES Subgroup	32	80.76%	86.66%	64.00%	78.12%
Special Ed. Subgroup	6	77.77%	100.00%	50.00%	83.33%
Black Subgroup	13	66.66%	75.00%	54.54%	69.23%

Subject	Tested - 2008	2005	2006	2007	2008
All Subgroup	60	94.33%	86.36%	72.50%	91.66%
Low SES Subgroup	32	88.46%	86.66%	60.00%	90.62%
Special Ed. Subgroup	6	77.77%	100.00%	50.00%	100.00%
Black Subgroup	13	83.33%	100.00%	54.54%	84.61%

Out of 60 students who took the 4th grade test, 6 scored partial mastery and 1 scored Novice in Math; 7 students scored partial mastery and 1 scored Novice in Reading/Language Arts; 5 scored partial mastery in Science; and 9 scored partial mastery in Social Studies. The Novice student in Math was a black female. In Reading/Language Arts there was 1 white male scoring Novice.

Jayenne Elementary has made master scheduling changes to address specific student needs through Fast ForWord as well as providing each homeroom teacher with scheduled computer times to use COMPASS and Thinkfinity to assist targeted students.

The Terra Nova was given to all first and second grade students. Out of 54 students who took the test in first grade, 9 students scored Partial Mastery and 1 student scored Novice in Reading. In Language, 10 students scored Partial Mastery. In Math, 5 students scored Partial Mastery and 2 scored Novice. Out of 48 students who took the test in second grade, 4 scored partial mastery and 1 scored Novice in Reading. This student is out of our attendance area and was placed in our school by the Central Office. In Language, 2 students scored Partial Mastery and 2 scored Novice. Again, one of these students was out of our attendance area. In Math, 3 scored Partial Mastery and 2 scored Novice. **The consensus of teachers taken during the data analysis prior to the opening of the school in August 2008, was that the recouping of science and social studies concepts will take minimal effort and that strong Reading/Language scores were more beneficial.**

Other Student Outcomes

Jayenne Elementary School exceeded the attendance rate requirement. Attendance for the school year 2007-2008 was 95.67%.

Discipline Referral Report: Five students received disciplinary action during the 2007-2008 school year. Four of these students were boys that received 12 days of out-of-school suspension. One of the boys is identified as Behaviorally Disordered who received one third of the days suspension. The disciplinary actions involved one battery against a student (physical), four incidents of battery against a school employee, two act that causes disruption, one threat of injury, one indecent act or language against a school staff, one disorderly conduct and on insubordinate or defiant behavior involving confrontation. One girl, who is identified as a special education student with a behavior plan who received three days of out-of-school suspension. Nine students received in-school suspension. Eight were boys. One boy received two of the ISS days with the balance of the students each receiving one day of ISS. All disciplinary actions involved actions that caused a disruption to the school invironment with confrontation or disobeying the staff in a wilful manner.

Jayenne Elementary School was designated as a Green Ribbon School by the WVDE through the Responsible Students-Schoolwide Positive Behavior Supports program. With just a few alterations, student who fail to receive the targeted incentive willo get opportunities to recoup that reward. The goal of the STAR - RS-SWPBS program is to increase the number of students exhibiting positive behaviors.

LEP--Four students out of 258, or less than one tenth of one percent, are LEP. All LEP students' language spoken in the home is Chinese. Each LEP student requiring additional assistance in English is provided that help through a LEP teacher employed through the district.

Analysis of Culture, Conditions, and Practices

Jayenne Elementary School has a reputation for providing an excellent education. Generations of students who have attended Jayenne

are now the parents of a new generation of students who often request their children have the same teacher they themselves had. Parents from neighboring attendance areas want their children to attend Jayenne and are often willing to wait for sometimes, years, to get a transfer. A great percentage of parents whose children attend Jayenne work either for Fairmont General Hospital or for Fairmont State University.

To ensure the quality of instruction remains excellent all classrooms will have at least one Walkthrough by the administration per month. It is evident that not all teachers have received their newly adopted Language textbooks. However, they have been ordered.

Highly Qualified Personnel Report: As of November 1, 2008, all contracted teachers will be highly qualified. Sixteen (16) are HQT by state criteria. Currently one special education teacher is considered a substitute until such time as a certified or permit teacher is employed by the county.

Digital Divide Report (Technology) Much has been accomplished since last school year. The media center houses 26 desktop computers with internet access. Three Access Points were installed throughout the building insuring wireless internet connection. Every teacher has a laptop provided by the Board of Education. All classrooms are equipped with 4 computers with either a Mimio or Smartboard along with a data projector. The school has 1 personal response system.

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

Prioritized Strategic Issues

1. Jayenne Elementary School will improve the student achievement in the Special Education subgroup in Reading at the third grade level from 60.00% to meet the measurable objective of 76.67%.
2. Jayenne Elementary School will improve the student achievement in the Special Education subgroup in Math at the third grade level from 70.00% to meet the measurable objective of 72.50%.
3. Jayenne Elementary School will increase teacher use of technology.

1. All students will master the skills and competencies to successfully function in a 21st Century society.

1. Jayenne Elementary teachers will use targeted instructional strategies to assist students in the low socio-economic status (SES) subgroup performing below mastery or not making adequate yearly progress (AYP) in reading/language arts (e.g. Phonemic Awareness, Benchmark Book Room, Mountain Language, Fast ForWord, Differentiated Instruction, Acuity Benchmark assessments, and COMPASS) Measure DIBELS, WESTEST, Acuity Benchmark assessments, Fast ForWord, Terra Nova and Metropolitan Base 82.25 Target 95.75 Monitoring The Marion County Leadership Team in conjunction with the school administrator will utilize annual meetings with the administrator; the administrator will use monthly Walkthroughs to monitor and provide appropriate classroom level instructional support as well as teacher evaluations per 5310. Support The Marion County Professional Development Committee and the Marion County Leadership Team will provide individual support to Jayenne Elementary School as the need is identified.
2. Jayenne Elementary teachers will use targeted instructional strategies to assist students in the low SES subgroup performing below mastery or not making AYP in math (e.g. COMPASS, Mountain Math, Acuity Benchmark assessments, Timez Attack, and Title I Family Math Night) Measure WESTEST, Informal Math Assessment, Acuity Benchmark Assessments Base 83.87 Target 99.00 Monitoring The Marion County Leadership Team in conjunction with the school administrator will utilize annual meetings with the administrator; the administrator will use monthly Walkthroughs to monitor and provide appropriate classroom level instructional support as well as teacher evaluations per 5310. Classroom teachers will use daily lessons on COMPASS, Mountain Math, and text related assessments to monitor progress toward mastery. Support The Marion County Professional Development Committee, Marion County Leadership Team and, Fairmont State University Math Coach, will provide individual support to Jayenne Elementary School as the need is identified.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
10/2/08	TechSteps	Jayenne Teachers	Trainer Led
10/2/08	Writing Roadmap 2.0	Jayenne Teachers	Trainer Led
2/5/09	RTI	Jayenne Teachers	Trainer Led

Jayenne Elementary School will utilize teacher resources to increase achievement in math.

Core Plan Title I

- Utilize Balance Math lessons each day to review and re-teach math concepts at each grade level.
- Utilize Timez Attack program at third and fourth grade levels to address weaknesses in Multiplication
- Utilize thegreatmartini.com web site for basic computation drill.
- Title I services are provided to identified students to remediate math concepts and skills.
- Utilize Marion County Schools created Portaportal for increasing math achievement for all students.

Use Curriculum Mapper, Acuity Benchmark assessments, Fast ForWord, COMPASS, DIBELS, and Phonemic Awareness, along with data to make decisions on an on-going basis for classroom instructional needs.

Core Plan Title I Technology

- Conduct DIBELS assessment by state suggested day of September 8, 2008
- Utilize Curriculum Mapper enhanced version to journal and document instruction of CSOs
- Utilize scheduled computer lab time to instruction students who are deficient using COMPASS

Utilize data analysis to guide instruction and improve student achievement

Core Plan Title I

- Utilize first two days prior to the opening of school to analyze WESTEST, Terra Nova, and Metropolitan data to determine placement in Tier I and Tier II.
- Review and utilize Title Parent/Teacher survey data to plan for Title I workshops and professional development.

Utilize Mountain Math or Balanced Math with all students each day

Core Plan Title I

- Inventory materials for Mountain Math. Contact central office to order Mountain Math materials for teachers new to the building.
- Review Balanced Math daily review and Friday quiz procedure.

Utilize the Terra Nova practice tests in the spring of each year.

Core Plan

- Review all Terra Nova data from each first/second grade class. Scores will be provided to next grade level to assist with determining which students need additional skill assistance.
- Contact central office at appropriate time to order Terra Nova materials for Spring 2009.

2. Highly qualified teachers will utilize a variety of strategies in the delivery of 21st Century content and context.

1. Jayenne Elementary School students will engage in grade appropriate high-yield instructional strategies in all curricular areas. Measure Informal Reading/Language Arts Assessments, Informal Math Assessments, Benchmark Assessments, WESTEST and Administrative Walkthroughs Base 63.60 Target 100.00 Monitoring Marion County school administrators will conduct two (2) Walkthroughs per month in each classroom. Support The Marion County Technology Integration Specialist will provide updates as required to complete Walkthroughs using Palm technology.
2. Jayenne Curriculum Team will monitor that all teachers will receive a minimum of six-hours of continuing education on high-yield teaching strategies and differentiated instruction. Measure County Professional Development through Personnel Department, Lesson plans, documentation on Curriculum Mapper Base 100.00 Target 100.00 Monitoring The Central Office staff will evaluate the curriculum mapping process to meet changing assessment data and professional development needs. Support The CT&I (Curriculum, Technology and Instruction) department will provide support through professional development and training to meet school-level needs.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
10/22/08	Acuity Training	Selected Teachers	Trainer Led
10/20 & 11/13	Scott-Foresman Core & More Trainings	Self-Selected Teachers	Trainer Led
10/30/08	Discovery Health Connections Training	Homeroom/Health Teachers	Trainer Led
11/12/08	Acuity Training Cont'd	Selected Teachers	Trainer Led

Teachers will utilize Thinkfinity, Acuity Benchmark assessments, and TechSteps as 21st Century strategies and skills to improve student achievement. Teachers will utilize research based strategies suggested by the Title I Math and Literacy Coach

Core Plan Title I Technology

1. Teachers will receive professional development in trainer of trainers format in Acuity Benchmark assessments.
2. Teachers will receive professional development in trainer of trainers format in TechSteps.
3. Teachers will access Thinkfinity, a 21st Century tool, to access strategies to improve student achievement.

4. Teachers will meet with Title I Math and Literacy coaches as scheduled to receive ideas and suggestions for strategies to improve student achievement.

3. Marion County will develop a system-wide culture of support, trust, and collaboration among schools, the county office, and the board of Education focused on creating conditions for all students' 21st Century academic success in a safe and drug-free learning environment.

1. Jayenne Elementary School will utilize resources and materials provided by Marion County Board of Education and participate in professional development as determined by Marion County BOE to create conditions for improved student achievement. Measure WVDE, Marion County Board of Education, Jayenne Acuity Benchmark assessments, WESTEST2, WV Vital Survey, and OEPA Checklist. Base 100.00 Target 100.00 Monitoring Jayenne Elementary School will use the WV Vital Survey to monitor environment and school culture to determine level of support, trust and collaboration among schools and between school and BOE. Support Jayenne Elementary School will utilize the central office and partnership with Fairmont State University through the Professional Development School project to support collaboration.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
10/22 & 11/12/08	Acuity Training	Selected Teachers	Trainer Lede
10/27 & 10/28/08	Mimio Training	Self Selected Teachers	Trainer Led
10/21/08	RTI Training	Title I & Spec. Ed. Tchrs	Trainer Led
TBA	RTI Training	Prof. Personnel	FSU/Trainer of Trainer Led

Participate in Collaborative Team meetings among Fairmont State University/Benedum Foundation, Jayenne Elementary School and other FSU supported Professional Development Schools
Core Plan Technology

1. Attend FSU Coordinator meetings to plan and implement professional development for PDS schools.
2. Communicate with FSU, BOE, and other Professional Development Schools to support environment of collaboration focusing on academic success of pre-service teachers and students.

Provide community access to technology to increase adult literacy and access to 21st Century Technology.
Title I Technology

1. Secure computer equipment for parent and community use to access technology.
2. Program computer with appropriate programming for parents/community to access GradeQuick/EdLine.
3. Provide adequate time before and after school for parent/community use of technology.

4. Twenty-First (21st) Century productive educational partners will be developed for Pre-Kindergarten through adult programs and projects.

1. Jayenne Elementary School will engage in a collaborative relationship with the Marion County Board of Education, Fairmont State University, the WVU Benedum Collaborative to provide a minimum of five (5) opportunities per year for teacher training, student acceleration, and student enrichment. Measure Fairmont State University, PDS site survey and the PDS National Standards, Marion County Professional Development Evaluations Base 100.00 Target 100.00 Monitoring Jayenne Elementary will use annual reporting measures developed by Fairmont State University and National PDS Standards to document and ensure implementation of professional development opportunities. Support Jayenne Elementary School will receive support through collaboration with Fairmont State University (FSU) and the Benedum Foundation. FSU will additionally provide support through individual literacy coaches in math and reading.

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
9/9/08	FSU/PDS Training	Adm/Cooperating Tchrs	Trainer Led
9/14/08	Pre-Service Teacher Training	Pre-Serv. Tchrs	Facilitator Led
10/1/08	FSU/PDS Coordinator Training	PDS Coordinators	Trainer Led
10/2/08	FSU/PDS Leadership Training	Principals	Facilitator Led

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
TBA	RTI Training Session	Profession Personnel	Trainer Led

Jayenne Elementary School teachers will attend all teacher training opportunities that address identified deficiencies or provide instructional strategies to increase student achievement

1. The Jayenne PDS committee will communicate with the Marion County Board of Education and FSU to identify ways to improve the FSU Partnership through collaborative opportunities for professional development.

2. Jayenne Elementary School will utilize the partnership with the community through the Jayenne Parent Teacher Organization to improve school-community relations as well as to receive input from parents.

5. Marion County Schools will fully implement 21st Century Learning Skills into the five-Year Action Plan at the elementary, middle, and high school.

- Jayenne Elementary School will participate in county sponsored training to integrate reading, writing and math across the curriculum utilizing the content and context of 21st Century skills. Measure Jayenne self-assessment; County Leadership Team Review, Technology Plan, Internal Curriculum Team Meetings and Marion County Professional Development Council Evaluations. Base 0.00 Target 100.00

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
08/21/08	Schoolbased RTI Training	Professional Personnel	Trainer Led
10/2/08	Writing Roadmap 2.0	3-11 Gr. Teachers	Trainer of Trainers
10/21/08	District Sponsored RTI Training	Title & Sp. Ed. Tchrs	Trainer Led
10/22 & 11/12/08	Acuity Training	Professional Personnel	Trainer Led

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
TBA	Schoolbased RTI Training	Jayenne Teachers	Trainer of Trainer

Attend professional development sessions at Marion County Teacher Academy as well as sessions provided throughout the year by the Marion County Board of Education.
Title I Technology

- Teachers will self select professional development sessions at the Marion County Teacher Academy.
- All Jayenne teachers will attend school related professional development sessions created from identified needs of the data analysis.

6. Marion County will provide applicable technological resources and assistance for students, teachers, and administrators in order to increase student achievement and provide 21st Century Skills and Tools.

1. Increase access to technology by acquiring computers using Windows 98 or higher in order to utilize I KNOW website, COMPASS, Benchmark Assessments, and United-Streaming to improve student achievement. Measure WV Digital Divide, Title I Survey, Jayenne Elementary Satisfaction Survey Base 50.00 Target 100.00
2. Increase utilization of technology through purchase of Numonics boards to improve student access to 21st century technology as well as improve student achievement. Measure WV Digital Divide and school Technology Plan Base 0.00 Target 0.00

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
10/2/08	TechSteps Training	Professional Personnel	Trainer of Trainer
10/10/08	CSO & DOK Training	Professional Personnel	Trainer of Trainer
10/27 & 10/28/08	Mimio Training	Selected Teachers	Trainer Led

Access and use EdLine and GradeQuick to provide up-to-date grade information to parents. EdLine will allow parents to access information about the school through the EdLine website.
Title I Technology

- Update GradeQuick/EdLine with current information for school year 2008-09.
- Utilize donated Dell computer in media center for parent use.
- Request TIS to retrofit donated computer in media with GradeQuick/EdLine program for parents to have access to grades/information at any time.

Conduct at least one walk-through for each classroom
Technology

- Upload new eWalk template.
- Attend all training sessions for the Palm on eWalk/mVal provided by MCBE Technology Integration Specialist.

Participate in Marion County Fast ForWord training
Core Plan Technology

1. Administrator will disseminate information concerning Fast ForWord training sessions to all Jayenne teachers.
2. The Jayenne FF coordinator will attend all scheduled training sessions scheduled by Marion County Board of Education.

TECH/01:

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

Core Plan Technology

- Utilize United Streaming, Numonics and Mimio smartboards with Tablet presenters, as a 21st Century Tools to inform students about global changes through technology.
- Utilize smartboard technology to increase student achievement.
- Teachers will utilize county provided laptops to access Curriculum Mapper.
- Utilize TFS elementary computers and the COMPASS Basic Skills programing for all students at Jayenne Elementary School.

TECH/02:

Focus on 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 Title I Technology

- Utilize the Fast ForWord program for identified students who preform below mastery in Reading/Language Arts.
- Use COMPASS TFS software (aligned to WV CSOs) to improve reading and math skills
- Use TechSteps to introduce technology skills to all students with special emphasis on students who lack the capacity to use technology at home.
- Use TechSteps to improve student use of technology with special emphasis on students who lack the capacity to use technology at home.
- Use Writing Roadmap 2.0 to increase all student writing skills.

TECH/03:

Ensure that the use of telecommunications and internal connections in the schools will enhance learning.

Core Plan Technology

- Utilize Access email accounts, GradeQuick/Edline internet access to communicate essential information to school personnel and parents concerning important school communications and grades/assignments to parents.
- Utilize Thinkfinity to address student deficiencies as idenfied by Acuity Benchmarks as well as to enrich the curriculum to enhance all student learning.

TECH/04:

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

Core Plan Title I Technology

- Teachers utilize Pearson SuccessNet teacher manuals to aide in preparation of lesson plans.
- Students utilize Pearson SuccessNet access to Scott Foresman Reading text.
- Use Curriculum Mapper, benchmark assessment, Fast ForWord, and Phonemic Awareness, along with data to make decisions on an on-going basis for classroom instructional needs.
- Teachers will utilize the personal response system to differentiate instruction in all subject areas beginning in grade 3.
- Provide technology through the school media center to allow parents to access grade/school information for their own child(ren).

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

- Provide distance learning opportunities through Lesson Exchange coordinated through Fairmont State University Professional Development Schools. Jayenne Elementary and Fairview Elementary will access Science lessons and communicate via email/internet.
- Utilize United Streaming and Thinkfinity to access "virtual field trips" to enhance students access to socio-cultural instruction.

TECH/06:

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

Core Plan Title I Technology

- Access and use EdLine and GradeQuick to provide up-to-date grade information to parents. EdLine will allow parents to access information about the school through the EdLine website.
- Reserve one computer in the media center for parent use only to access EdLine and GradeQuick if the student does not have on-line access at home.

TECH/07.

Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources.

Technology

- All training sessions will be preserved through audio or video recordings for teacher/administrator future access.
- Teachers will utilize email access accounts to obtain school bulletin information.
- Teachers will utilize data traveler flash drives for the new Content Standards.

TECH/08:

Maintain and repair all 21st century tools and internal connections.

Technology

- Utilize Technology Integration Specialist to assist school with maintenance and repair of technology equipment.
- Provide prioritized list of repairs to TIS to maintain technology functionality.

TECH/09:

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

Technology

- Utilize Marion County Adult Literacy web link to provide information concerning most recent research.
- Meet each semester with the Title I Literacy and Math coach as a resource to address identified needs within the Jayenne community.

Title I Schoolwide

1a. Provide instruction by highly qualified teachers

For all teachers and all instructional paraprofessionals assigned to the school, list the name, job assignment {including grade level and subject(s)}, and certification/qualifications. Indicate the specific subject assignment(s) and the grade level(s) for all Title I funded teachers.

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
Tama Core	Kindergarten	ECE, Elementary 1-6
Judy Cooper	Kindergarten	Multisubject K-8
Cheri Stout	Kindergarten	ECE, Elementary 1-8, Soc. Studies 1-9
Linda Jones	First Grade	ECE, Elementary 1-8
Barb Knotts	First Grade	Elementary 1-6, MA Elementary K-8
Kristen Snider	First Grade	Elementary 1-6
Jenny Harney	Second Grade	Multisubject K-8, Oral Comm 4-8
Kathy Snider	Second Grade	ECE, Elementary 1-8
Chris Johnson	Third Grade	Multisubject K-8, SLD K-12, MI K-12
Sandra Basagic	Fourth Grade	Elementary 1-6, MR K-12
Mary Frances Brake	Fourth Grade	Elementary 1-8, Music 1-9
Rebecca Butler	Preschool	PreK, OB-PK
Jean Underwood	Library/Media	Library Science K-12
Leighanne Michael	P.E.	P.E. K-12, Health 5-Adult
Vickie Holmes	Special Education	Special Education K-12

TBA Special Education

1b. Highly Qualified Teachers: Describe the strategies utilized by the school to attract and retain highly qualified teachers.

All professional positions are posted by the Director of Personnel with the HQT requirement.

2. Staff utilization: List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization
Amie Rogers	Title I Reading/Math	Facilitator, Tier I and II instruction in Reading. Small group(3-5) instruction for 3rd/4th grade in Math.

Jessica Whaley	Title I Reading/Math	Tier I, II and III instruction in Reading. Small group (3-5) instruction for 3rd/4th grade in Math
Rebecca Butler	Preschool	Instruction at Preschool level

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.

Jayenne Elementary School is currently in its second year as a school-wide Title I school.

All Title I schools meet with the county Title I Director prior to the opening of the school year for a day long professional development. Updates and changes to the Title I program are discussed and copies of those changes disseminated. Professional development is provided for all new teachers and administrators for one additional day following this initial meeting but prior to the first day of school.

Jayenne Elementary School conducts a needs assessment in September to identify teacher needs for professional development and/or resources. Title I faculty conduct the DIBELS assessment to target students who will receive Tier I and Tier II interventions. Teacher recommendations are solicited for students who require additional assistance after the Kindergarten Inventory and DIBELS is completed.

Professional development needs are communicated to the administration and Director of Title I. School professional development sessions are developed and dates selected.

Parent compacts are developed from the county Title I Parent Compact model and sent home for parent signatures by the end of the first full week of school.

This year compacts were disseminated on September 4, 2008 and explained at the annual Jayenne Open House. The goal for the year to increase the number of compacts returned to exceed 80%. An incentive popcorn party was offered for each homeroom that returned 100% of the Parent Compacts. Ten out of 12 homerooms returned 100% of their Compacts.

The Title I Facilitator meets with the parents, teachers and administration to solicit parent preferences for parent workshops. The Title I Facilitator then meets with the principal and tentative dates are selected. Once dates are confirmed, invitations are sent to all students and parents closer to the selected dates.

Parent Compacts are provided to each student along with a copy of grade specific content standards and objectives.

Once data from the DIBELS, Metropolitan, Terra Nova, WESTEST and Benchmarks are analyzed, Title I faculty provide the administration with a schedule for Tier I and Tier II instruction. Students who require additional instruction (Core and more) are referred for Tier III intervention.

Parent meetings are developed and approved by administration.

The Title I Transition Plan is developed and approved by administration and communicated to the Title I Director.

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.

Parents of current preschool students and incoming Kindergarten students are invited to a Title I Transition meeting in April or May. This meeting is designed to inform parents of the expectations for Kindergarten. The Jayenne STAR program, the responsible student - school-wide positive discipline procedures are explained in depth to parents. Procedures for obtaining a free/reduced lunch from the Office of Child Nutrition are also explained. Research based information is provided to parents about the important of creating a consistent sleep routine before the beginning of school. The county provides resources for parents to use in the summer prior to the beginning of school in the fall. Some of those resources include, crayons, scissors, glue, small wipe off board, letter and number tiles.

Parents of incoming Preschool students are invited to a Transition meeting. Jayenne did not have a Preschool last year, so the date for this meeting is tentative. It is currently scheduled for late April. A collaborative meeting is held with local area daycare centers to plan the Transition meeting. The same procedures for obtaining free/reduced lunch from the Office of Child Nutrition are explained as well as expectations for the beginning of the school year. Resources are also provided to the parents at this meeting. Some of those resources include ideas for parents to use to involve their children in meaningful play and conversation along with number dice, playdough, rolling pin, puppets and crayons.

5. Parent Involvement:

<i>Other Activities and Correspondence for Parent Involvement</i>	
Activity or Correspondence	Frequency
Title I Newsletter	Bi-Monthly
Title Parent Meetings	Coordinated by county Title I Director. Meetings are held at least 4 times a year.

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date
Books for Bingo	Parents & Students play bingo and win books	Amie Rogers & Jessica Whaley	November 20, 2008
Homework Support Night	Tips and ideas for parents to get homework done in a timely fashion before bed.	Amie Rogers & Jessica Whaley	November 10, 2008
Family Listening Night	Parents and students will hear poetry read and read poetry together	Dr. Judy Byers	March 5, 2009

<i>Parent Trainings/Workshops</i>			
Title of Session	Provide a brief description of the session	Presenter	Date
Family Movie Night	Parents and student watch the Polar Express after they have read it in class.	Amie Rogers & Jessica Whaley - coordinators	January 8, 2009
Test Taking Skills	Parents receive tips on how to get 3rd/4th grade students ready for WESTEST 2	Amie Rogers & Tina Peterman	April 30, 2009
Preschool Transition Meeting	Meeting for incoming Preschool parents and students to prepare for Pre-Kindergarten	Preschool Teachers (TBA) Amie Rogers & Jessica Whaley	April 2, 2009

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

Kindergarten Transition Meeting	Meeting for incoming Kindergarten parents and students to prepare for Kindergarten	Cheri Stout, Judy Cooper, Tama Core, Amie Rogers & Jessica Whaley	April 23, 2009

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 can be replaced with your parental involvement policy.

School Parental Involvement Policy - Sample Template

PART I. GENERAL EXPECTATIONS

The Jayenne Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement activities. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 (A) that parents play an integral role in assisting their child's learning;

- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

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

- *Parent Representatives meetings twice a year. County meetings are held four times a year.*
- *Five Year Strategic Plan*
- *Jayenne Elementary PTO Open House each year in September.*

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

- *County Title I Parent Meetings held at least four times a year.*
- *Title I Parent Involvement Nights. Five Parent Nights are scheduled for this year.*
- *Five Year Strategic Team Meeting*
- *Transition Meetings. Two are planned for this year.*

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

- *The annual Title I Meeting is held during the Open House in September. Parent Compacts are explained, disseminated and Content Standards and Objectives are provided to parents. For those parents who do not attend the Open House, the CSOs are sent home*

with the student the following day.

- *WESTEST Scores are disseminated at Open House for those parents who attend. For those parents who do not attend the Open House, the WESTEST scores are sent home with the student the following day.*

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

(List activities)

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

- *Title I personnel are always available prior and following regular PTO meetings.*

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

- *Parent-Teacher Conferences*
- *Title I Parent Meetings*
- *Individual meetings at parent requests*

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

(List activities)

8. The **Jayenne Elementary School** shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below --

- the state's academic content standards,
- the state's student academic achievement standards,

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

- *Jayenne Elementary PTO Open House*
- *Title I Family Involvement Nights*
- *Title I County Parent Meetings*
- *Jayenne Elementary Transition Meetings*

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

- *Title I Family Involvement Nights*
- *Individual parent conferences*

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

- *Title I Professional Development Cadre Meetings. These sessions are developed by Title I and held at various times throughout the year. Currently there are five scheduled cadre meetings.*
- *Jayenne Elementary Faculty Senate meetings.*
- *Jayenne Elementary Professional Development meetings. Currently, one meeting was held October 2, 2008. Another professional development is tentatively scheduled for February, 2009.*

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

- *Jayenne Elementary Preschool Transition Meetings.*

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

- *EdLine*
- *County Title I Newsletter*
- *Jayenne Title I Newsletter*

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 documentation .

This policy was adopted by the **Jayenne Elementary School** on September 4, **2008** and will be in effect for the period of one year. The

school will distribute this policy to all parents of participating Title I, Part A children on or before **September 5, 2008**

(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 can be replaced with your School-Parent Compact.

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 Jayenne Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the

parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2008-2009.

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 Jayenne Elementary School will:

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

[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:

Conferences will be held at the annual Jayenne Open House. Parent Compacts are disseminated and explained. Individual student achievement is discussed at least twice during the parent-teacher conference in October and again in February.

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

Progress reports are provided to parents each nine week period or by parent request. Parent requests by notes or telephone are honored.

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

Title I faculty are available each day during planning period and upon request for student progress conferences.

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

Information is sent home at the beginning of the school year to apprise parents of opportunities to assist in their child's classroom as a parent volunteer, parent assistant, and or chaperone. Parents only need to return the sheet with their name, phone number and days of the week suitable to them to participate in the school 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*

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

The Jayenne Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, 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 Jayenne Elementary 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.

Each year parents are invited at the annual Jayenne PTO Open House to be a part of the Title I committee. This committee plans the parent involvement workshops and gives input to improve student achievement and improve the Title I program. Three parent representatives are chosen to represent Jayenne. These parents attend the county Title I meeting scheduled by the county Title I Director. Evaluations are solicited from each parent that attends the planned parent workshops. These evaluations are examined to determine future changes and improvements to the workshops and/or 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.

Jayenne Elementary participates in all required federal, state and local programs. For federal programs, Jayenne follows the district guidelines for all students following the reauthorization of IDEA (Individuals with Disabilities Act) with regard to provide FAPE (Free Appropriate Education). Every initial eligibility meeting provides parents with the pamphlet entitled Procedural Safeguards Available to Parents and Students with Exceptionalities. Jayenne also considers, and when appropriate, providing accommodations and/or modifications to students who qualify for a section 504 of the Rehabilitation Act of 1973. Jayenne will also participate in the spring of 2009 as a NAEP testing site. All responsibilities are coordinated between the NAEP State Coordinator and the school. NCLB requirements are met by various state board policies among which is the WESTEST 2 assessment. Jayenne also participates and supports the AmberView project through the WV High Tech Consortium. Jayenne Elementary School is a school-wide Title I school. All requirements for this federal program are coordinated through the district Title I Director.

At the state level, Jayenne participates and cooperates with the Office of Education Performance Audits (OEPA), WV Safe and Drug Free Schools, Safe Schools Helpline, WV Response to Intervention (RTI), 21st Century Leadership Institute and 21st Century Teacher Institute, TechSteps, WV Responsible Students -Schoolwide Behavior Supports, various RESA VII trainings that include WVEIS (West Virginia Education Information System), and WV Healthy Schools. All services are coordinated with the appropriate personnel from the state and district and support Title I school goals.

At the local level, Jayenne participates in local initiatives to meet 21st Century goals including Curriculum Mapper, GradeQuick/EdLine, Marion County Teacher Academy, Writing Roadmap 2.0, Acuity Benchmark Assessments, as well as summative assessments such as Metropolitan and Terra Nova. Each of these initiatives support the ongoing Title I goals to improve student achievement and parent involvement.

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.

Teachers are provided data from various formative assessments as well as from WESTEST at the beginning of the school year. Jayenne Elementary School uses a Student Data Tracking Sheet that provides information from DIBELS, Metropolitan, Terra Nova, Benchmark Assessments from I KNOW as well as cumulative folder information. This data is also reported to the district Leadership Team for input to schools with either a confidence interval or a low subgroup performance. Decisions concerning the placement of students in Tier I and Tier II are made and Title I personnel are assigned to students or groups of students. Kindergarten teachers uses data from the Kindergarten Inventory, baseline bookmark assessments and teacher observation to recommend student for Title I assistance. Intervention logs are also disseminated from the SAT committee, and classroom accommodations are provided to homeroom teachers from the Speech Pathologist. Using this data rich information, teachers plan for strategic interventions.

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.

Jayenne Elementary School conducts DIBELS with each Kindergarten, First and Second Grade student in September. That data along with Metropolitan or Terra Nova data from the previous spring are used to make decisions concerning placement of students in Tier I, Tier II or the Title I small groups. Progress monitoring takes places at least three times a year. In May, Title I professional personel survey the teachers concerning the efficacy of the overall Title I program.

Also at the end of the school year, all parents are provided a Title I survey developed by the district to solicit input on the overall effectiveness of the Title program as well as what parents liked or disliked about the school program. The survey also asks for comments to improve the program. This data becomes the basis of the needs assessment for the following year.

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 activites occur and how the outcomes of the activities are monitored and evaluated for effectiveness.

Describe how the school trains teachers to work with parents.

Each spring, Title I school administrators and faculty are invited to a district-wide meeting. The focus of this meeting is to develop a budget and professional development for the next school year as well as discuss individual schools' goal achievement. All schools in Marion County use the concept of Learning Communities to coordinate school activities, professional development for teachers, as well as parent involvement . Professional development from the district is provided through the Title I Cadre meetings that occur at least five times throughout the year. Professional development at the school level is sustained with strategic trainings provided by the Title I faculty and/or administration at each ISe (Instructional Support & Enhancement) day. At least one of the school level professional development teacher trainings is focused on working with parents. Teachers report this training session is beneficial for productive parent-teacher conferences. There are five ISe days scheduled for Marion County schools in the calendar approved by WVDE. Professional development conducted at the school level must be approved by the school principal and aligned with the goals of the school under the 5 Year Strategic Plan. All professional development conducted at the school level is reported to the district Title I Director.

Jayenne Elementary School is proud to have met its technology goal from school year 2007-2008. That goal was to "increase the use of technology." Over the past year, the school has added a computer lab that houses 25 lenovo computers and two printers. In addition, the school added 5 Numonics boards and 6 Mimio boards with data projectors. The district provided each teacher with a new laptop as well as provided professional development on all the new equipment. Because the school is a part of the Professional Development School Partnership with Fairmont State University, the school was able to utilize funds through that collaboration to purchase three additional wireless Access Points to provide wireless Internet access to each class room. The school now functions with a Fast Forward lab and each teacher is a able to access United Streaming on a smartboard with the wireless technology.

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools.

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

[Digital Divide](#)

Summarize concerns from the analysis of the survey.

The Digital Divide Survey indicates that out of none of the 82 computers is using Windows 95 operating systems. Ninety nine drops are available throughout the building for computer connections to the Internet. Within the past year, a new lab has been added with 25 Lenovo computers placed in the Media Center. All classrooms have four computers. Three new Access Points have been purchased to provide wireless Internet for all classrooms. All professional personnel have laptop computers provided by the county. The school purchased four laptop computers during the 2006-2007 school which have been dedicated to the library to accommodate the fourth grade classes that have 27 students. All teachers are now able to use provide streaming video accessed via the wireless Internet using their smartboards. A new private telephone line has been added to the office. All classrooms have telephones that provide teachers with classroom to classroom communication. A new intercom/PA system was added when the facility was renovated in summer of 2007 to add a new wing that houses six classrooms.

Computers with Operating	Administrative	Non Instructional Areas	Classroom/Student Use Computers	Teacher/Instructional Computers in Classrooms	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Totals
Windows 3.1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 95	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 98	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows NT/2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows XP	<input type="text" value="4"/>	<input type="text" value="3"/>	<input type="text" value="44"/>	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	76
Apple Computers (All versions)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Vista	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Totals	4	3	44	0	25	0	0	76

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Section 4: Laptop Computers

Laptop Computers

Complete the table below making sure to count each laptop only once. Place each laptop in your school into the best category below based upon location.

Notice that the classroom computer column has been revised -

Designate how many of the notebook computers in classrooms are primarily for teacher/instructional use and how many are used primarily by students.

If a notebook computer has been counted under classroom as a student notebook computer, then the notebook computer should not be included in the teacher/instructional notebook computer column.

In addition, the Vista operating system has been added.

Computers with Operating System	Administrative	Non Instructional Areas	Classrooms/Student Use Computers	Teacher/Instructional Computers	Library/Media Center	Stationary Computer Lab	Mobile Computer Lab	Totals
Windows 3.1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 95	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows 98	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows NT/2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Windows XP	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="17"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	23
Apple Computers (All versions)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Vista	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Totals	0	4	1	17	1	0	0	23

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10/14/2008
13:10 by
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Section 5: Connectivity

Connectivity

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

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

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

82

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

102

Do you have wireless connectivity in the school?

Yes No

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

150

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Section 6: Equipment Count

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

Count all rooms including administrative and offices.

33

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

6

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	12	0	12
Electronic White Boards	11	1	12

Projection Devices

12

0

12

Electronic White Boards

11

1

12

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Section 7: Professional Development

WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement. Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc. In order to answer this question, the teachers may need to be surveyed individually or by a show of hands at a faculty senate/or faculty meeting. A survey to use is available.

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

7.1 Number of teachers in the school.

19

7.2 Number of teachers trained for 0 hours.

1

7.3 Number of teachers trained for 1-5 hours.

6

7.4 Number of teachers trained for 6-15 hours.

6

7.5 Number of teachers trained for 16-25 hours.

1

7.6 Number of teachers trained for 26-50 hours.

5

7.7 Number of teachers trained for more than 50 hours.

0

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

19

Click here for survey that can be distributed to teachers in mailboxes/or questions that may be asked at a faculty senate meeting. [Digital Divide Teacher Survey](#)

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Section 8: Distance Learning: Instruction Delivered by Technology

These questions should be completed in collaboration with the guidance counselor, virtual school contact or person in the school who deals with course registration.

8.1 Do students in your school take courses delivered by technology?

Yes No

8.2 Do students in your school take on-line courses through the WV Virtual School?

Yes No

8.3 Does your school have video conferencing (mobile or classroom) capability?

Yes No

8.4 Do students in your school take courses via video-conferencing technologies?

Yes No

8.5 Do students in your school take on-line courses through providers other than the WV Virtual School?

Yes No

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