



Westwood School

708 Trammell Street

Dalton, GA 30720

706-278-2809

westwood.daltonpublicschools.com

Schoolwide Title I Plan

Grades Pre-K-5

2016-2017

Revised: 8/15/16-9/23/16

Parent/Community Review: 8/15/16-9/23/16

Parent/Community Suggestions/Amendments: 8/15/16-9/23/16

Second Revision Incorporating Suggestions/Amendments: 9/23/16

Last Call for Suggestions/Amendments: 9/26/16

Final Update: 9/28/16

Introduction

Westwood Elementary School is one of six elementary schools in the Dalton Public Schools district. It opened in 1957 as Crown School and later in the seventies was renamed Westwood School. For many years, Westwood housed pre-kindergarten through second grade. In a system reconfiguration in 2001-2002, third grade was added. A complete remodeling of the school was completed in the summer of 2002. For the 2005-2006 school year, another system reconfiguration added fourth and fifth grades and transferred the pre-kindergarten program to another elementary school in the district. Pre-kindergarten returned to Westwood in the fall of the 2006-2007 school year. During the summer of 2015 safety upgrades were added including a buzz in door system, relocating and widening the cafeteria entrance, and adding a quiet room in the media center. A complete remodeling of the school including new heat and air units was completed in the summer of 2016.

Westwood's mission statement is to offer quality, engaging work that inspires each student to learn more. Westwood's belief statement says we are willing to do whatever it takes to make sure that children learn to their fullest potential using differentiated instruction, home/school partnerships, love/care/acceptance, staff collaboration, high expectations, standards-based learning, and professional development. The Westwood Wildcat Ways help students to do their best and teach them to be good citizens of our school. Westwood staff collaborates to make learning a priority for all.

Westwood has 68 staff members who work together to make the students' experience exceptional. The staff consists of 2 administrators and 43 certified teachers. The staff includes 11 paraprofessionals, 2 office staff, 3 custodians, 5 food service workers,

1 STEAM teacher, and a nurse. District staff provide services for technology, school psychologist, occupational therapy, physical therapy, orthopedically impaired, hearing impaired, visually impaired, and social work.

Westwood School serves a diverse student body with varying student needs. The Westwood staff works together to design quality experiences and learning opportunities for students in grades Pre-K-5.

The programs that are in place within the school show evidence of Westwood's focus on addressing differentiated instruction for different learning needs. These programs include Early Intervention Program (EIP) instruction, gifted (Challenge) instruction, English Language Learners (ELL) instruction, special education instruction (ESS), Reading Recovery (RR) instruction and migrant education. Art, Music, Physical Education, Guidance, STEAM, and Character Education are also offered to all students. The programs listed are integrated into the regular curricular offerings.

Westwood participates weekly in tutoring programs in conjunction with Dalton High School, Dalton State College, and First Baptist Church. Students in need are also tutored by First Baptist Church volunteers and PTO volunteers. Dalton High School has several students also involved in a tutoring/mentoring program at Westwood.

The business partner program/community involvement is an important part of Westwood. Teachers and parent volunteers plan and coordinate many activities to involve and communicate with parents. Family nights, parent meetings (EIP, ELL), PTO programs, school newsletters, individual classroom letters, holiday luncheons, author's teas, and workshops are just a few. Community volunteers visit classrooms and students learn relevant school to community connections through field trips to various sites.

Westwood's School Council began in 2001-2002 and continues to function in the area of school improvement with a small group of parents and staff members. The School Council was renamed the School Vision Team in 2014.

School-wide special events are planned annually: field days, round-up carnival, western day, family nights, mock presidential election, Dr. Seuss's birthday celebration, 50th day of school, 100th day of school, Westwood spirit days, Veteran's Day celebration for local veterans, chorus shows, spring musical, student art show, career day, and talent shows to name a few. All grades participate in science enrichment activities sponsored by the PTO. The school offers three family nights; they include Literacy, Math, and Science. Students and their families participate in hands on activities and are provided take home resources. Westwood has a STEAM lab for all grades that is funded through Title funds.

Technology continues to be a motivational learning tool. Computers, with internet access, are available in classrooms and the media center. Smartboards are also available in every classroom. iPads on carts are available for instruction. iPads were purchased for teachers to check out. Lenovo Think Pads were ordered through Title funds to be used with first and second grades. The third, fourth, and fifth grade classes are now fully functional with one to one devices for each student to use. One fifth grade class has an interactive Promethean Board.

Westwood uses the Wildcat Ways and Wildcats in Search of Level Six which focus on the whole student. This involved the creation of new beliefs by the staff. We also designed new school-wide rules and responsibilities which have been posted on signage to improve our behavior and respect for each other. The schoolwide system provides consistency and easier transition as students move from one grade level to another. Since

childhood obesity has become such a nationwide problem, we are beginning to incorporate strategies through a health and wellness focus which helps keep teachers and students mindful of the need for daily exercise and stresses good nutrition. A student fitness club was started in 2014 for students in grades 3-5. It meets on Monday afternoons throughout the year.

Component One: Comprehensive Needs Assessment

We developed our school-wide plan with the participation of individuals who will carry out the plan. The persons involved were:

- Parents
 - School Vision Team
 - Title I Annual Parent Meeting
- Students
 - Westwood Student Leaders
- Staff
 - Westwood Design Team
 - Professional Growth Teams (PGT-all teachers)

Westwood uses different assessments to plan for instruction. We believe that test results yield instructional information for immediate design, which guides teachers' practice. We also use surveys of parents, staff, and students to inform us of other ways in which we can improve the school. All areas of instruction are assessed by common, formal, or informal measures. All the data is analyzed and used to give feedback, guide and modify instruction, coach teachers, brainstorm ideas, and allocate resources. We have used the following instruments, procedures, or processes to obtain information for needs assessment:

- GKIDS Kindergarten Assessment
- Benchmark Assessment for Reading
- Common Assessments
- Observation Survey for Literacy
- Georgia Milestones End of Grade Test for 3rd-5th Grades which replaces the CRCT
- ELL Access Test
- TKES Student Surveys

- Health Survey
- Student, Staff, and Parent Perception Data
- Fitness Gram
- Attendance Data
- Reading Recovery Program Evaluation
- Leveled Literacy Intervention Program Evaluation
- Literacy Collaborative Program Evaluation
- Schlagal

We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, our lower socio-economic students, ESS (students with disabilities), and ELL students have the most difficult time accessing grade-level work. These students are tutored and given extra support in the classroom and in specialized classes to help them accelerate their learning. Although we have few migrant children yearly, we ensure that they are tutored and are given extra instructional opportunities before or after school, as well as during the school day. We will address the needs of the most at risk students, including ELL, ESS, and migrant, as identified in our data analysis by giving them extra support throughout the day.

School Profile

WESTWOOD SCHOOL		
Grade Levels	Pre K-5	
2016-17 Total Enrollment	604	
Average Classroom Pupil/Teacher Ratio	24.16/1	
Number of Certified Staff	43	
CERTIFIED STAFF HIGHEST DEGREE		
Degree	<i>Number of Teachers</i>	<i>Percent of Certified Staff</i>
Bachelor	14	33%
Masters	17	39%
Specialist	12	28%
Doctorate	0	0%

ENROLLMENT BY ETHNICITY AND GENDER							
School Year	Total Enrollment	African American	Hispanic	White	Other	Male	Female
2016-17	604	5.5%	38.1%	48.3%	8.1%	51.8%	48.2%
2015-16	593	4.9%	37.9%	48.6%	8.6%	49.4%	50.6%
2014-15	563	5%	36.6%	50.7%	7.6%	51%	49%
2013-14	568	4.9%	39.6%	47.8%	7.6%	50%	50%
2012-13	570	5.6%	39.2%	47.3%	7.7%	50%	50%
2011-12	575	4.9%	38.9%	49.4%	6.8%	47.3%	52.7%
2010-11	538	3.2%	39.9%	49%	7.8%	47.8%	52.2%
2009-10	557	5%	33.1%	57%	7%	48.8%	51.2%
2008-09	567	6%	34%	54%	6%	51%	49%
2007-08	581	6%	32%	55%	7%	48%	52%

ENGLISH LANGUAGE LEARNERS (ELL)			
School Year	Total Enrollment	ELL Students	Percent of Student Population
2016-17	604	86	14.2%
2015-16	593	70	11.8%
2014-15	563	58	10.3%
2013-14	568	64	11.3%
2012-13	570	53	9.3%
2011-12	575	56	10.4%
2010-11	538	51	9.5%
2009-10	557	48	9%
2008-09	567	47	8%
2007-08	581	40	7%

EARLY INTERVENTION PROGRAM (EIP)			
School Year	Total Enrollment	EIP Students	Percent of Student Population
2016-17	604	99	16.3%
2015-16	593	164	27.6%
2014-15	563	211	37.5%
2013-14	568	173	30.5%
2012-13	570	71	15.1%
2011-12	575	86	14.9%
2010-11	538	68	12.6%
2009-10	557	74	13%
2008-09	567	130	23%
2007-08	581	118	20%

SPECIAL EDUCATION RESOURCE (ESS)			
School Year	Total Enrollment	ESS Students	Percent of Student Population
2016-17	604	65	10.8%
2015-16	593	61	10.3%
2014-15	563	50	8.9%
2013-14	568	35	6.2%
2012-13	570	25	4.4%
2011-12	575	23	4%
2010-11	538	25	4.6%
2009-10	557	30	5%
2008-09	567	30	5%
2007-08	581	38	6.7%

SPEECH			
School Year	Total Enrollment	Speech Students	Percent of Student Population
2016-17	604	47	7.8%
2015-16	593	39	6.6%
2014-15	563	31	5.5%
2013-14	568	26	4.6%
2012-13	570	23	4%
2011-12	575	22	3.8%
2010-11	538	17	3.2%
2009-10	557	15	3.7%
2008-09	567	20	4%
2007-08	581	36	6%

GIFTED			
School Year	Total Enrollment	Gifted Students	Percent of Student Population
2016-17	604	54	8.9%
2015-16	593	51	8.6%
2014-15	563	71	12.6%
2013-14	568	71	12.5%
2012-13	570	59	10.4%
2011-12	575	55	9.5%
2010-11	538	62	11.5%
2009-10	557	84	15.1%
2008-09	567	77	14%
2007-08	581	94	16%

FREE AND REDUCED LUNCH		
School Year	Total Enrollment	Free and Reduced Lunch
2016-17	604	46.4%
2015-16	593	52.2%
2014-15	563	53%
2013-14	568	52.4%
2012-13	570	55.6%
2011-12	575	53.4%
2010-11	538	51.5%
2009-10	557	51.7%
2008-09	567	49.6%
2007-08	581	50%

%

STUDENT MOBILITY			
School Year (EOY)	Total Enrollment	Students Entered	Students Withdrawn
2015-16	593	61	27
2014-15	575	43	19
2013-14	563	40	32
2012-13	568	47	44
2011-12	570	59	53
2010-11	575	67	36
2009-10	538	52	54
2008-09	557	68	52
2007-08	567	90	64
2006-07	581	90	53

OUT OF ZONE/OUT OF DISTRICT STUDENTS					
School Year	Total Enrollment	Out Of District Students	Percent of Student Population	Out Of Zone Students	Percent of Student Population
2016-17	604	79	13.1%	153	25.3%
2015-16	593	80	13.5%	178	30%
2014-15	563	78	13.9%	149	26.5%
2013-14	568	83	14.6%	129	22.7%
2012-13	570	77	13.5%	99	17.4%
2011-12	575	80	13.9%	77	13.4%
2010-11	538	83	15.4%	45	8.4%
2009-10	557	89	16%	33	5.9%
2008-09	567	84	14.8%	23	4.1%
2007-08	581	86	14.8%	25	4.3%

Student Assessment Data

FIFTH GRADE WRITING ASSESSMENT				
BEGINNING 2014-15 THE WRITING TEST BECAME PART OF THE GA MILESTONES TEST				
School Year	Number Tested	Percent Exceeding Standard	Percent Meeting Standard	Percent Did Not Meet Standard
2013-14	66	15%	73%	12%
2012-13	79	15%	73%	11%
2011-12	99	24%	61%	15%
2010-11	82	9%	83%	9%
2009-10	103	10%	70%	20%
2008-09	73	12%	71%	16%
2007-08	82	26%	59%	16%
2006-07	73	15%	42%	16%

GEORGIA CRCT READING			
School Year	Percent of Students Meeting or Exceeding Standard		
	Third Grade	Fourth Grade	Fifth Grade
2013-14	93.2%	97.8%	100%
2012-13	100%	93%	96%
2011-12	89%	92%	98%
2010-11	97.4%	93.7%	96.4%
2009-10	93%	95%	94%
2008-09	91%	94%	92%
2007-08	92%	87%	86%
2006-07	93%	83%	84%
2005-06	95%	93%	91%

GA MILESTONES LANGUAGE ARTS			
School Year	Percent of Students Proficient Learner & Above		
	Third Grade	Fourth Grade	Fifth Grade
2015-16	32%	45%	34%
2014-15	34.3%	38.4%	50.6%

GEORGIA CRCT LANGUAGE ARTS			
School Year	Percent of Students Meeting or Exceeding Standard		
	Third Grade	Fourth Grade	Fifth Grade
2013-14	87.5%	95.7%	100%
2012-13	93%	95%	98%
2011-12	89%	95%	99%
2010-11	96%	89.6%	97.5%
2009-10	93%	92%	99%
2008-09	90%	91%	95%
2007-08	96%	87%	89%
2006-07	96%	81%	81%
2005-06	92%	82%	96%

GA MILESTONES MATH			
School Year	Percent of Students Proficient Learner & Above		
	Third Grade	Fourth Grade	Fifth Grade
2015-16	28%	43%	35%
2014-15	38.2%	24.4%	46%
GEORGIA CRCT MATH			
School Year	Percent of Students Meeting or Exceeding Standard		
	Third Grade	Fourth Grade	Fifth Grade
2013-14	79.5%	82.6%	95.4%
2012-13	91%	88%	95%
2011-12	74%	80%	95%
2010-11	85.8%	84.3%	97.5%
2009-10	86%	88%	97%
2008-09	85%	89%	94%
2007-08	87%	77%	86%
2006-07	99%	83%	93%
2005-06	96%	86%	96%

GA MILESTONES SCIENCE			
School Year	Percent of Students Proficient Learner & Above		
	Third Grade	Fourth Grade	Fifth Grade
2015-16	29%	33%	35%
2014-15	29.4%	23.3%	42.5%
GEORGIA CRCT SCIENCE			
School Year	Percent of Students Meeting or Exceeding Standard		
	Third Grade	Fourth Grade	Fifth Grade
2013-14	77%	91.3%	92.6%
2012-13	92.7%	90.3%	88.8%
2011-12	83.6%	79.5%	86.9%
2010-11	84.6%	90.7%	85.9%
2009-10	90%	88%	94%
2008-09	90%	91%	85%
2007-08	90%	85%	81%
2006-07	85%	73%	80%
2005-06	92%	95%	94%

GA MILESTONES SOCIAL STUDIES			
School Year	Percent of Students Proficient Learner & Above		
	Third Grade	Fourth Grade	Fifth Grade
2015-16	11%	36%	29%
2014-15	17.6%	30.2%	49.4%
GEORGIA CRCT SOCIAL STUDIES			
School Year	Percent of Students Meeting or Exceeding Standard		
	Third Grade	Fourth Grade	Fifth Grade
2013-14	87.5%	96.7%	92.6%
2012-13	93.9%	94.4%	91.3%
2011-12	76.7%	88%	91.9%
2010-11	85.9%	92.8%	86.9%
2009-10	86%	91%	91%
2008-09	85%	92%	84%
2007-08	97%	97%	90%
2006-07	97%	88%	92%
2005-06	93%	96%	96%

TEXT LEVEL DATA BY TERM					
Grade	Percent of Students Meeting or Exceeding Text Level by Term				
	Year	Term 1	Term 2	Term 3	Term 4
K	2015-16		76%	73%	73%
	2014-15		85%		72%
1st	2015-16	73%	76%	65%	80%
	2014-15	64.5%	67%		87.5%
2nd	2015-16	58%	64%	67%	58%
	2014-15	60%	71.5%		64.5%
3rd	2015-16	65%	70.5%	68%	58%
	2014-15	66%	70%		68.5%
4th	2015-16	64%	71.5%	72.5%	77%
	2014-15	72.5%	84%		67%
5th	2015-16	59.5%	65.5%	65%	59%
	2014-15	79%	72%		57%

We have based our plan on information about all students in the school and identified students and groups of students who are yet achieving to the State Academic content Standards (the Georgia Standards of Excellence) and the State student academic achievement standards including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and migrant students.

The data has helped us reach conclusions regarding achievement of our students. Strengths and weaknesses were revealed. The state CRCT showed that our scores from previous data were satisfactory to high in reading, which was comparable to our progress monitoring of third, fourth and fifth grade reading levels. Our math scores on GA Milestones for third grade were 28% proficient learners and above, 43% fourth grade and 35% fifth grade. We need to use this data to help us determine strategies to increase the percentage of proficient learners and above in third and fourth grade math. Dalton Public Schools hired a District Math Coach last year to help with math achievement in the schools. Science and Social Studies scores for third grade and fourth grade on the GA Milestones are also lower than Reading and Language Arts. Social Studies scores for fifth grade on the GA Milestones are also lower than Reading and Language Arts. We will address these needs of Math, Science, and Social Studies through Professional Learning, visits by new teachers to the Ron Clark Academy, and the schoolwide STEAM program, using Title I funds, which will help improve these areas. By upgrading Math, Science, and Social Studies instruction, teacher training, and materials schoolwide we hope to improve the achievement of the lowest performing students based on our comprehensive needs

assessment. The specific academic needs of those students that are to be addressed in the schoolwide plan will be Math, Science, and Social Studies academic achievement.

The root cause that we discovered for each of the needs in Math, Science, and Social Studies was a lack of focus on and professional learning for teachers. The recent focus on professional learning for teachers has been on Literacy. Time allotted for Literacy is also greater than the other three areas. Literacy Coaches have also helped the improvement in Reading and Language Arts. While we still have needs for literacy, the district wide Literacy Collaborative framework is helping to meet these needs.

The measurable goals we have established to address these needs are that all students will meet or exceed the district goals in Math, Science, and Social Studies on the Georgia Milestones End of Grade Test.

Component Two – Scientifically-Based School-Wide Reform Strategies

In order to address the needs of all children in the school we will make sure that they have tutoring opportunities during the school day, especially for those students furthest away from demonstrating proficiency related to the state’s academic content and student achievement standard. We use best practices for content instruction. We use paraprofessionals, First Baptist Church tutors, and classroom teachers to provide additional services, and to review those lessons not learned. Our collaborative teams in each grade level, along with RTI, provide a schedule for how this plan is to be carried out. Our progress monitoring of reading also gives us much-needed data for those students below grade level.

We are a member of the Schlechty Center for School Reform, we use the guidelines of best practices, specifically professional learning community research. We conduct book

and article reviews on topics that connect with the frameworks of these two strategies. These strategies are paired with what we are trying to accomplish with our staff. Building capacity is a critical component of our professional development at the school site. There are many excellent educational experts who give insight into the changes needed to help us function more like a learning community. We read and try to glean the best information to meet our needs. The Westwood Design Team gathers input from the staff to help create new ways to focus our time and attention in designing engaging work for students. Collaborative teams work together using data results and new learning to make this happen. Although we use RTI for struggling students who need tiered intervention, differentiation is also used to meet the needs of all learners.

Working with the Schlechty Center has changed the culture and climate of our school over the years. It has helped us focus our direction on student engagement, and on how we can improve the work we offer to students. We also have begun work on eliciting student voice as an additional piece of data to improve our work. There are numerous resources at the school that we use daily in our professional learning.

We will determine if the needs of students have been met through continued progress monitoring of reading levels and RTI meetings of all academic areas. Changes will be made to improve intervention strategies for students who are struggling as needed throughout the year.

Component Three – Highly Qualified Staff

Westwood employs both certified and non-certified personnel as well as custodial and food service workers. All staff have background checks conducted through the district office. Currently, all of the teaching staff are considered highly qualified. There is little

turnover in staff from year to year. The induction and mentoring of new staff members is a priority which provides new staff members a strong support system that helps them through the first year and beyond. All new teachers visit the Ron Clark Academy. New teachers meet several times throughout the year, both at the school and district level for New Teacher Induction. The district provides Year 1 and Year 2 Literacy training for new teachers. Our school has a strong culture and climate which helps new hires acclimate quickly and gives them the support they need to be successful.

WESTWOOD STAFF 2016-2017

Pre-K

Lindsay Hardesty
Gabe Vasalinda

Sonali Patel-Para
Charlene Reed-Para

ESS

Debra Pourquoi Laurie King -Para
Kathy Brackett
Lauren Elliott
Rhonda Swaney

Kindergarten

Jada Barton
Christen Bryant
Susan Jaconetti
Suzy Thomas-DT/IC

Sandy Brown-Para
Jackie Garcia -Para
Lizbeth Scott -Para
Miranda Rigsby-Para

ELL

Michelle Huch
Summer King-1/2
Idalia Paniagua-1/2

EIP

Terri Strawser

First Grade

Molly Chitwood
Lele Dean
Sheree Patton
Mary Ellen Pierce-DT

Terah Blankenship -Para/STEAM

Reading Recovery

Ansley Harrison
Summer King-1/2

Challenge

Martha Thomason
Molly Carlson
P.E.
Marsha McKone

Art

Megan Walker

Second Grade

Ashley Martin
Lane Raber-DT
Katie Tallant
Lacy Vann

Pam Moore-Para 2nd/3rd

Music

Lori Etheridge

Counselor

Stephanie Redding

Media

Rachel Bray-DT
Sherry Flack-Para

LC

Amanda Swift -DT
Jill Parker-DT

Third Grade

Pam Eichberg
Stephanie Montijo
Marian Pinson
Erin Roberts-DT

Office

Julia Mitchell
Leslie Prewitt

Admin

Scott Ehlers-DT
Marla Pridgen -DT

Fourth Grade

Paquita Bailey-DT/IC
Stephen Gregg
Lynn Wilbanks

Nurse

Kathy Mathis

Social Worker

John Allen

Technology

Russ Jackson

School Psych.

Lin O'Neill

Fifth Grade

Abby Fowler
Amanda Hedgecock
Whitney Lewis-DT
Donna Sponberger

Custodian

Rose Mulkay
Rosa Maldonado
Nery Landaverde

Office Para

Gaby Hefner

Food Services

Kristen Whisnant
Sandra Cisneros
Brenda Pimentel
2 Subs

OT/PT/OI/BI/VI

Jaime Beckler-OT
Jillian Hudson-PT
Brittany Hicks-HI
Tera Ross-OI

STEAM-Title

Ty Miller

Specially Designed Learning Specialist (K-6 ESS)

Amy Haynes

Component Four – High Quality Professional Development

In addition to the professional development that our district provides, Westwood has on-site professional learning using book studies, article reviews, teacher lead mini sessions, teacher sharing of best practices, and much more. Our media specialist offers quality weekly technology tips on a variety of topics. Our Literacy Coaches hold coaching sessions monthly for teachers to address specific needs that students have in reading, writing and language. Progress monitoring is completed with teachers to assess movement of guided reading groups every four to six weeks. All knowledge gleaned from these and other learning opportunities is directly applicable in the classroom. The principal and assistant principal conduct training sessions to support teachers in best practices and to help promote quality in the work offered to students. The Design Team designs experiences for teachers through the Professional Growth Teams (PGT) which meet four times a year. Teachers also offer mini sessions in areas of expertise to help colleagues learn new and different ways to offer work. Conferences and training sessions that we have participated in or have conducted are listed below. All training is focused on students and how best to offer them quality, engaging, work that they will enjoy and will result in profound learning over time.

- Schlechty Center Conferences
- Professional Learning Communities Conferences
- Georgia Association of Educational Leaders Conferences
- Gifted Teachers Conference
- District 3D Professional Learning Day
- Literacy Collaborative training
- Technology Training
- RESA Math Training
- ELL Conferences
- Special Education Training
- Red Cross and CPR Training
- Leadership Academy (connected with the Schlechty Center)

- Reading Recovery Training
- P.E. Conference/ Fitness Gram Training
- Music Conference
- Exercise and Nutrition Program
- District Design Team
- Westwood Design Team
- Math Committee
- DPS and Westwood New Teacher Induction
- Emory Autism Training
- Ron Clark Academy
- Westwood and District Design Resources Team
- Westwood and District Evidence and Assessment Team

Component Five – Strategies to Attract High Quality Highly Qualified Teachers

Dalton Public Schools makes every effort to attract high quality, highly qualified teachers who share the vision and beliefs of our school system. The school system seeks quality applicants through job fairs, college visits, and information on its website.

Westwood School has several student teachers from local colleges each semester, which allows us to see quality applicants in action.

Component Six – Strategies to Increase Parent Involvement

Westwood School offers parents multiple opportunities to be involved in the activities at school. Aside from the strong PTO, classroom teachers welcome parents to come and read, be partners in activities/lessons, and other learning opportunities for the students. We have parents who help with Book Fair, Round Up fundraiser, Kids Peek, Kindergarten/Pre-K tour, and other events. For parents who work during the day, we have opportunities for them to assist with evening events if they desire, like Family Nights (Literacy, Math, & Science), Bookfairs, Round-Up fundraising fair, and PTO Open House. All grade levels are designing a school/home partnership opportunity outside of school for parents. We can find an opportunity for parents to be involved no matter their schedule.

Parent involvement is key to a student's success at school. Westwood provides numerous opportunities for parents to be involved from Pre-K to grade five. Maintaining an open line of communication with parents is critical to students' optimal learning and helps the parents feel more comfortable at school. We provide bilingual newsletters for PTO events as well as any other important messages that go home. Interpreters are usually on site or secured in the event of a conference that requires a translator. The PTO involves a large number of parents who volunteer for many different areas of need in the school. There are opportunities for parents to join in and feel a part of their child's education. Tutors, class readers, or speakers are an option for those who can come to school during the day, but sending in needed supplies or baked goods is another way to be involved for those who work and can't be at the school.

The School Vision Team meets several times per year to address and discuss issues relating to student achievement. The Vision Team is made up of parents, with some who are business leaders, as well as the principal, assistant principal, and teachers. The School Vision Team is another viable and positive way to get parent input as well as get messages out to other parents. The School Vision Team reviews the Parent Involvement Policy, School-Parent Compact, and Title I plan and offers feedback and asks questions for clarification. Other specific ways that the school involves parents are listed below:

- School Vision Team
- PTO Activities
- Family Nights (Literacy-Nov., Math-Jan., Science-April)
- Home/School Partnerships
- Volunteers for picture day, fundraisers, tutoring or clerical help
- Outdoor Learning Courtyards
- Author Visits
- School Spring Play
- School Chorus Shows
- Book Fair

- Round-Up Fundraiser
- Spirit Shop
- Math tutors
- Class parties
- May Fun Days event
- Community Cats
- Fifth Grade Party
- First Baptist Tutors
- Story Parents
- Grandparents Day
- Veterans Day
- Fitness Club
- Career Day
- Talent Show

Component Seven – Transitions from Early Childhood Programs

Westwood’s Pre-K visits our kindergarten wing and classrooms in the spring. Pre K classes are housed in the school building and are familiar with school routines. We also have other Pre-K classes that tour our kindergarten and our building to prepare their students who are going to be coming here in the fall. The tour is given when requested by other sites. Annually, Westwood has the Kid’s Peek and Pre-K Peek. The Kid’s Peek is for rising Pre-K and Kindergarten students to come and visit for an hour after school, go to all of the important areas in the school, eat a snack in the cafeteria, and meet the kindergarten teachers. This provides much needed comfort and knowledge to both children and parents as they prepare for their first year of school.

Our fifth grade students spend a day at Dalton Middle School with other fifth graders from across the district. This day provides a tour and activities at the middle school as an introduction to sixth grade. Our fifth grade teachers and all students are transported by bus to this event.

Component Eight – Teacher Involvement in Decision-Making

Westwood uses site-based decision-making in order to empower teacher leaders and to ensure that most decisions are discussed by the entire staff. The Westwood Design Team, made up of grade level and resource teacher representatives, discuss school changes, new ideas and other curricular topics. Teachers meet as a grade level with their Design Team representative to make suggestions for Design Team consideration. They take these Design Team topics back to grade levels and resource teachers for further input before final decisions are made. The Westwood Design Team members lead the Professional Growth Teams in staff development experiences and also receive feedback from staff during these meetings. Four teachers and one para pro are members of the School Vision Team which is involved in decision making.

Component Nine – Effective, Timely Additional Assistance

Westwood staff provide additional assistance to ensure that students experiencing difficulty mastering grade level standards will be provided with alternative reinforcement opportunities. The students will be immersed with effective and timely assistance in the form of in-house tutoring, volunteer tutoring from First Baptist Church, Dalton State College students, computer lab lessons, and teacher in-classroom help. Teachers maintain records of student performance and provide current data showing progress. Conferences are held routinely to inform parents of their child's progress. All data and meeting records are kept on file. For students who are having difficulties the following programs are available and used by both students and staff:

- RTI
- Special Education Services
- ELL

- EIP
- First Baptist Tutoring
- Dalton State Tutoring
- School Guidance Counselor
- PTO Tutoring
- Social Services
- In-House Tutoring with teachers/paraprofessionals
- Reading Recovery
- Training sessions by the Counselor
- Child Abuse Mandated Report Training
- Homeless Training

Component Ten – Coordination of Federal, State and Local Programs

Westwood utilizes a variety of strategies to create a high quality, comprehensive educational program for its students. With a diverse population of students, a variety of specialized programs and services are coordinated during the school day to allow sharing of resources which benefit all students. The computer lab, Smartboards, and the Variquest machine were purchased with Title I funds to enhance these programs.

The content becomes more engaging for our students as more design strategies are utilized. One to one computers are provided for students in grades 3-5 and iPad carts for students in grades K-2. Title I funds have been used to purchase books for our book room, ThinkPad computers for research in classrooms, and Social Studies Weekly newspapers which are aligned with the Georgia Standards of Excellence (GSE).

Component Eleven – Individual Student Assessments

Individual student assessment results are sent home after they are received. After testing is completed on students, parents are offered the opportunity to come to school to ask questions about their child's results if they need help interpreting. This is true for State tests and any other assessment given to the entire class. Any testing completed on individual

students is finalized with a parent meeting to go over the assessment and implications of the results.

Component Twelve – Collection and Disaggregation of Data

Provisions are made for the collection and disaggregation of data on the achievement and assessment results of students. Data from common assessments, formative district assessments, as well as state assessments, are disaggregated and discussed during the daily collaborative planning times, by the Design Team, by the Literacy Team, by the Evidence and Assessment Team, and by school administration. Grade levels have data days where they review data from one of the sources listed above and use the results to guide their practice. Data determines how lessons are designed and how instruction is differentiated depending on the needs of the students.

Kindergarten students are assessed using the G-Kids. All student in grades 3-5 will use the Georgia Milestones assessment. All students in Pre K-3 grades will use Math and LC data.

In addition, progress monitoring occurs every four to six weeks for our reading framework. This gives teachers and literacy coaches a specific picture of what each child needs and the progress attain. Teachers meet every three to six weeks by grade level for RTI.

Component Thirteen: Valid and Reliable Disaggregated Results

Provisions are made to ensure that disaggregated assessment results for each category are valid and reliable. Assessments are those required by the State of Georgia and are judged valid and reliable by the Georgia Department of Education.

Component Fourteen: Public Reporting

Provisions are made for public reporting of disaggregated data. Individual student results are shared with students' parents through conferences and mailings of assessment result forms. Schoolwide performance is shared in School Vision Team meetings, PTO meetings, and web-based content. Dalton Public Schools shares progress and evaluation results through meetings, mailings, media, and online. Parents have access to student progress through the parent portal of Infinite Campus or Canvas. All available data is reviewed with results being used for determining system initiatives as defined in the LEA Implementation which is attached to the DPS Consolidated Application.

Component Fifteen: Plan Development

The Title I plan for Westwood School is developed annually through revisions that reflect changes that have occurred and profile updates.

Component Sixteen: Community Involvement in Plan

The School Vision Team, School Design Team, Professional Growth Teams, Student Leaders, parents, and school staff help develop and revise the plan each year.

Component Seventeen: Plan Availability

The plan is available to parents and the public in hardcopy and online.

Component Eighteen: Plan Translation

This plan is translated to the extent feasible into Spanish, due to the percentage of parents of participating students in the school who speak Spanish as their primary language. Parents may schedule an appointment with the school to have someone verbally translate the plan document.

Component Nineteen: Section 1116 Provision

Where appropriate, this plan is subject to the School Improvement Provisions of Section 1116.