

No Child Left Behind Act of 2001
Title I – Helping Disadvantaged Children Meet High Standards

Guidelines for Aligning a Title I SCHOOLWIDE Plan with the School Improvement Plan

| SCHOOL INFORMATION | | | | | | | | | | |
|--|-------------|------------------------|----------|----------|-----------------------|----------|----------|----------|---|----------------------|
| Name and Number of School: Wilkinson Elementary | | | | | | | | | | |
| Implementation Year: 2006-2007 | | | | | | | | | | |
| Enrollment Information: School Total: | Pre-K 26 | K 132 | 1 133 | 2 113 | 3 122 | 4 123 | 5 126 | 6 116 | 7 | 8 |
| Members of School Improvement Team/Schoolwide Project Planning Team (include principal, teachers, parents, community members, and other staff) | | | | | | | | | | |
| <u>Name</u> | | <u>Position/ Title</u> | | | <u>Position/Title</u> | | | | | |
| Jeff Umbaugh | | Principal | | | | | | | | |
| Debby Bury | | SAC Chair/Teacher | | | | | | | | |
| Phyllis Steele | | SAC Co-Chair/Teacher | | | | | | | | |
| Ken McMaster | | Business Member | | | | | | | | |
| Lisa Hurlock | | Parent | | | | | | | | |
| Sheila Hawkins | | Parent | | | | | | | | |
| Melissa Slezak | | Parent | | | | | | | | |
| Catherine Burnham | | Parent | | | | | | | | |
| Jeri Harden | | Support Personnel | | | | | | | | |
| Deborah Preece | | Teacher | | | | | | | | |
| Christina Crooms | | Teacher | | | | | | | | |
| Karen Miller | | Teacher | | | | | | | | |
| List dates of meetings during which schoolwide planning occurred. | | | | | | | | | | |
| April 18,2006 April 26, 2006 May 3, 2006 | | | | | May 24, 2006 | | | | | |
| <i>The following required Title I Schoolwide elements must be present in your School Improvement Plan. Please reference each item according to the page or pages on which it appears in your School Improvement Plan.</i> | | | | | | | | | | |
| The School Improvement Plan includes a comprehensive needs assessment of the entire school (including taking into account the needs of any migratory children) that is based on information which includes the achievement of children in relation to the academic State content standards and the State student academic achievement standards. | | | | | | | | | | Page 3,5 45-46 |
| The School Improvement Plan includes a list of State and local educational agency programs and other federal programs that will be consolidated in the schoolwide program. | | | | | | | | | | Page 12 |

COMPONENTS OF A SCHOOLWIDE PROGRAM

Schoolwide Reform Strategies

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| <p>The school provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, using effective methods and strategies based on scientifically based research.</p> | <p>Pages 7-11, 13-16, 19-21,23</p> |
| <p>The school includes the following categories of scientifically research-based instructional strategies designed to improve the achievement of all students, but particularly low-achieving students: (Check all those included in your plan.)</p> <ul style="list-style-type: none"> ✓ Extended school year ✓ Before- and/or after-school programs ✓ Summer programs ✓ Enriched/accelerated curriculum ✓ Specialized literacy programs ✓ Counseling/pupil services/mentoring programs ----College and career awareness programs ✓ Innovative teaching methods, such as team-teaching ✓ Technology ✓ Reduced class size ----Integration of vocational and technical education ----Resource teachers in specialized roles ✓ Student discipline/responsibility initiatives ✓ Tutoring ----Other | <p>Pages</p> <p style="text-align: center;">-x-</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">5</p> <p style="text-align: center;">8,9</p> <p style="text-align: center;">6</p> <p style="text-align: center;">-x-</p> <p style="text-align: center;">5</p> <p style="text-align: center;">29-30</p> <p style="text-align: center;">5</p> <p style="text-align: center;">--</p> <p style="text-align: center;">--</p> <p style="text-align: center;">31</p> |
| <p>The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards.</p> | <p>Page 7-11, 13-16, 19-21, 23</p> |
| <p>There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations.</p> | <p>Page 7-11, 13-16, 19-21, 23</p> |
| <h2>COMPONENTS OF A SCHOOLWIDE PROGRAM</h2> <h3><i>Staff</i></h3> | |
| <p>Instruction is carried out by highly qualified teachers. (You may attach the principal's letter to the District attesting to compliance with Title I requirements regarding teacher qualifications.)</p> | <p>Page 3,4,11,17</p> |
| <p>The school has notified parents that they may request information regarding the professional qualifications of their child's teachers and any paraprofessionals providing services to their child. (You may attach notification to parents.)</p> | <p>Page Addend. 1</p> |
| <p>There are strategies to attract high-quality highly qualified teachers to high needs schools.</p> | <p>Page 4</p> |

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| Paraprofessionals who are working with children meet Title I required qualifications or are working toward meeting those qualifications, work under the direct supervision of a teacher, and tutor children only when they would not otherwise be receiving instruction in the classroom. | Page 3 |
| COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Professional Development</i> | |
| There is high-quality and <u>ongoing</u> professional development for teachers, paraprofessionals, parents, principals, and other staff to enable all children in this school to meet the State's student academic achievement standards. Check all that are included in your plan: | Pages |
| <ul style="list-style-type: none"> ✓ Mentoring, coaching, and/or modeling for teachers ---- Professional study groups ✓ Monitoring following professional development to ensure that effective strategies are being implemented in the classroom ---- Assistance for paraprofessionals to meet Title I requirements ✓ Assistance for teachers to become "highly qualified" Workshops on: ✓ Reading instruction based on scientifically based research ✓ Mathematics instruction based on scientifically based research ✓ Strategies for developing curricula and teaching methods that integrate academic instruction ✓ Instructional practices geared to challenging state standards ✓ Other (e.g., assessment, technology, team building, etc.) | <p style="text-align: right;">6</p> <p style="text-align: right;">5, 20, 21</p> <p style="text-align: right;">4</p> <p style="text-align: right;">4, 34</p> <p style="text-align: right;">8-12</p> <p style="text-align: right;">13-16</p> <p style="text-align: right;">8-16,19-21,23</p> <p style="text-align: right;">19-21, 23</p> |
| COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Parent Involvement</i> | |
| The school has jointly developed with, and distributed to, parents a written parental involvement policy. | Page 25 |
| There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children. | Page 25 |
| The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement. | Page Addend. 1 |
| The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project. | Page PIP #10 |

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| The school has provisions for: | Page |
| ✓ Parent/teacher conferences | 5 |
| ✓ Frequent progress reports to parents | 5 |
| ✓ Opportunities for parents to volunteer and participate in the classroom | 25 |
| ✓ Assistance to parents in understanding the State's assessments and how to monitor their child's progress | Addend. 1, # 9 |
| ✓ Materials and training for parents to help them work with their children to improve achievement | 25 |
| ✓ Education for teachers and other staff in how to work with parents as equal partners | 25 |
| ✓ Family literacy opportunities | 25 |

COMPONENTS OF A SCHOOLWIDE PROGRAM

Readiness for School

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| There are plans that assist preschool children in the transition from early childhood programs to the elementary school. | Page 5-6 |
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COMPONENTS OF A SCHOOLWIDE PROGRAM

Assessment

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| There are measures in place that allow teachers to be included in decisions regarding the use of academic assessments. | Page 5-6 |
| The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents. | Page Addend. 1 #9 |
| Assessments assist in the diagnosis, teaching, and learning in the classroom in ways that enable children to meet state standards and do well in the local curriculum. | Page 7-11, 13-16, 19-21, 23 |
| Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards. | Page 7-11, 13-16, 19-21, 23 |

COMPONENTS OF A SCHOOLWIDE PROGRAM

Additional Assistance for Students

Activities that are designed to ensure that students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance. These shall include:

Pages

A. Early identification of students' difficulties in such a way that there is sufficient information on which to base effective assistance.

7-11, 13-16,
19-21, 23

B. Training for teachers in how to identify such difficulties and how to provide appropriate assistance to individual students.

7-11, 13-16,
19-21, 23

C. Parent-teacher conferences for students who do not meet student performance standards that include:

1. What the school will do to help the student meet the standards;
2. What the parents can do to help improve student performance;
3. Additional assistance available to the student in the community.

Addend. 1,
#7,#5

Please attach a copy of your school's parent involvement plan, school-parent compact, and your Title I budget.

Signature of Principal

Date Signed

SCHOOLWIDE PLAN ADDENDUM

For Schools In Improvement

| The school has revised its school improvement plan, in consultation with parents, school staff, the district, and outside experts, not later than 3 months after being identified for improvement. The revised school improvement plan (which should cover a two-year period)– | Pages |
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| 1) Specifies the responsibilities of the school, the district and the state, including the technical assistance to be provided by the district; | 4,5 |
| 2) Incorporates strategies, grounded in scientifically based research, that will strengthen instruction in the core academic subjects at the school and address the specific academic issues that caused the school to be identified for improvement; | 7-11, 13-16, 19-21, 23 |
| 3) May include a strategy for implementing a comprehensive school reform model; | 5-6 |
| 4) Adopts policies and practices most likely to ensure that all groups of students enrolled in the school will meet the State's proficient level of achievement not later than the 2013-14 school year; | 7-11, 13-16, 19-21, 23 |
| 5) Establishes measurable goals that– a. Address the specific reasons for the school's failure to make adequate progress, and b. Promote for each group of students enrolled in the school, continuous and substantial progress that will ensure that all groups meet the State's annual measurable objectives; | 7, 13 7-11, 13-16, 19-21, 23 |
| 6) Provides an assurance that the school will spend not less than 10% of the Title I allocation for the purpose of providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff that– a. Directly addresses the academic achievement problem that caused the school to be identified, and | 7, 13 |
| b. Is provided in a manner that affords increased opportunity for participating in the professional development, and c. Incorporates teacher mentoring activities or programs; | 7-11, 13-16, 19-21, 23 6 |
| 7) Specifies how the Title I funds will be used to remove the school from school improvement status; | 12, 18, 22, 27 |
| 8) Describes how the school will provide written notice about the identification to parents of each enrolled student; | 5 |
| 9) Includes strategies to promote effective parent involvement; and, | 25, Addend.1 |
| 10) As appropriate, incorporates activities before school, after school, during the summer, and during any extension of the school year. | 6 |

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| <p>The revised school improvement plan has been reviewed and approved by the district.</p> | |
| <p>The school has implemented its revised plan immediately upon approval by the district.</p> | |
| <p>The school or district has notified parents of all students enrolled in the school of the school's identification for improvement, including—</p> <ol style="list-style-type: none"> 1) What the school is doing to address the problem of low achievement, and 2) What the district or state is doing to help the school address the problem of low achievement. <p>The district has notified parents—</p> <ol style="list-style-type: none"> 1) Of all students enrolled in the school of their option to transfer their child to another public school in the district that has not been identified for improvement (first year of identification), and/or 2) Of low-income students enrolled in the school of their option to choose a supplemental educational services provider to provide services to their child outside the regular school day, paid for by the district (second year of identification). | <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> |
| <p>The school has received technical assistance from the district or other technical assistance provider, including—</p> <ol style="list-style-type: none"> 1) Assistance in analyzing data from the State assessment system; 2) Assistance in identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically based research, in addressing the specific instructional issues that caused the school to be identified; and, 3) Assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to activities most likely to increase student achievement and remove the school from school improvement status. | <p style="text-align: center;">Pages*</p> <p style="text-align: center;">5</p> <p style="text-align: center;">7-11, 13-16, 19-21, 23</p> <p style="text-align: center;">12, 12, 22, 27</p> |
| <p>*You may attach letters of notification, meeting agendas, and other forms as documentation rather than citing pages of the school improvement plan.</p> | |



Wilkinson Elementary School/Home Compact

We know that learning can take place only when there is a combination of effort, interest and motivation. We all are committed to _____'s progress in school. We are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this compact can be fulfilled by a team effort. Together we promise to improve teaching and learning.

PARENT/GUARDIAN AGREEMENT: I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Encourage my child's efforts and be available for questions.
- Encourage my child to read at home and monitor his/her T.V. viewing.
- Show respect and support for my child, the teacher, and the school.
- Encourage my child to complete and return homework on time.
- Encourage my child to participate in reading incentive programs.
- I understand I have the opportunity to volunteer in a variety of ways at WES.

Signature: _____

STUDENT AGREEMENT: It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Show respect for myself, my school, and other people.
- Follow school rules.
- Ask my teacher or my parent questions when I don't understand something.
- Believe that I can learn and that I will learn.
- Take home folders and homework and return both on time.

Signature: _____

TEACHER AGREEMENT: It is important that students achieve. Therefore, we shall strive to do the following:

- Provide necessary assistance to parents so that they can help their child.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.
- Enforce school and classroom rules fairly and consistently.
- Help each child grow to his/her fullest potential.
- I will be available to students and parents when necessary.

Signature: _____ Signature: _____

Wilkinson Elementary School

Title I Parent Involvement Plan 2006-2007

1. Title I in conjunction with the classroom teacher is primarily responsible for coordinating parent activities and involvement. The parent involvement activities will provide parents with encouragement, ideas, and materials to help their children improve academically. These activities will be addressed by the School Advisory Committee. The effectiveness of these activities is evaluated by observing the number of parents who participate in activities with their children and by seeking parent feedback following each event. Listings of the events will be posted in the foyer of the front office and will be shared with SAC.
2. Parent input in developing strategies is sought in several ways:
 - a. Responses to periodic questionnaires and annual surveys conducted by the School Advisory Committee and the Student Service Team
 - b. Face-to-face meetings in parent conferences
 - c. Parent representatives on the School Advisory Committee
 - d. Parent representatives on the district-wide Title I Parent Advisory Council
 - e. Parent input is sought during nightly parent involvement activities through the year.
3. Parents will help evaluate the effectiveness of the parent involvement program by providing feedback following each event, through a suggestion box, and by completing the Parent Involvement School Survey and the Climate/Program Evaluation Survey near the end of the school year.
4. Parent's suggestions and questions will be addressed at face-to-face conferences and at parent/faculty activities, as well as acknowledgements in the monthly Wilkinson Elementary Newsletter.
5. Wilkinson Elementary students, parents, and teachers will be made aware of their individual responsibilities regarding student achievement through the implementation of the WES PARENT/STUDENT/TEACHER COMPACT.
6. An overview/review of the reading program will be given at the beginning of the year. Parents will receive a copy of the Parent Involvement 2005-2006 Plan in the beginning of the school year. School-wide and district-wide annual meetings regarding Title I will be held in conjunction with the final parent-teacher activity in May 2006.
7. Regular parent/teacher activities will also be held. These meetings will be scheduled at various times to allow attendance by parents whose work/family schedules do not allow them to attend during regular school hours. Teachers will continue to seek input from parents when scheduling individual conferences so that times convenient for parents can be arranged. Annual evening conferences will be scheduled. Funds provided under this part will be used for, but not limited to providing childcare during the annual district-wide Title I meeting, materials for parent involvement activities.
8. Parents will be provided information about the parent involvement activities through a variety of sources. Wilkinson Elementary will provide information of upcoming events to parents through Wildcat News, school web site, flyers sent home with students, district access channel 29 and by using the school's marquee sign in front on the school. Follow up telephone calls will also be given to those parents who RSVP.
9. All parents shall receive a copy of the school's Annual Report detailing performance profiles. They will also receive a copy of their child's assessment results with individual interpretation of those results. The Guidance department will be available to answer questions and interpret data. Report cards and interims will be sent home on a quarterly basis.
10. Annual Open Houses and parent meetings held near the opening of school will provide opportunities for all parents to receive information regarding the reading program and the School Improvement Plan. District brochures provide information on grade level standards and expectations. Annually, parents are provided with a Student Handbook, which contains information regarding the school's philosophy and mission statement along with procedures and methods for obtaining additional information about the school and progress.
11. Training and materials will be provided to parents to work with their children to improve their child's achievement: A presentation will be provided to demonstrate the components of the reading program and to train parents to support training at home; Information regarding adult literacy programs will continue to be

made available at open house and parent meetings; Take-home computer workshops will be provided for the iBook; Home/School Connection monthly newsletters will be sent; a Principal's Newsletter will be provided; the district Title I Curriculum Consultants will act as resource persons to provide inservice training to the school faculty on the value and utility of parent involvement when needed; when possible parent make-n-take workshops will be offered where strategies and activities will be presented to provide parents with additional information on improving their children's academic achievement.

12. The Title I Coordinator, with the assistance of the Title I Team, will inservice teachers and parents on effective volunteer programs and projects. WES will have a volunteer coordinators on site to assist with volunteer activities. The WES School-wide Title I Parent Involvement plan provides for parent involvement training and activities.

13. The following provisions will be made for coordinating and integrating parent involvement programs and activities with local pre-school programs:

- Distribute county brochures for kindergarten skills to local preschool/daycare programs.
- Invite local preschool/daycare programs/parents to visit the school for various activities.
- Provide staggered enrollment for students entering kindergarten in the fall of 2006.
- WES has three Pre-K VE classes and parents of those students are included in all information materials sent home.

14. Through the efforts of the school volunteer coordinators, and the Business Partners Committee, local businesses will be asked to assist with specific needs of the school. The Business Partners Committee will coordinate activities and support throughout the year.

15. Teachers encourage parents to utilize the available supplies and die cuts in our work room for take home student activities, which Title I Team is available to assist. Title I Team also makes available per request, check-out items to assist parents at home while supporting their children academically.

16. Records of ESOL students who enter our school along with data gathered from individual parent-teacher conferences or home visits are examined to help determine the needs for materials printed in languages other than English or Spanish. WES will provide copies of the monthly publication, *The Home/School Connection*. Currently these are sent home in English. *The Home/School Connection* is available for distribution in a Spanish format. If the need arises we will attempt to secure translators to attend parent conferences and make telephone calls as necessary.

Your input is very important to the effectiveness of this document. If you have any comments, please add them here and return it to Wilkinson Elementary.
