

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: Grove Park Elementary 0232											
Implementation Year: 2006-2007											
Enrollment Information: School Total: 619		Pre-K 23	K 94	1 73	2 85	3 91	4 77	5 81	6 95	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>Name</u>			<u>Position/Title</u>			
Colette Wyant		Principal									
Renee Pleasant		Assistant Principal									
Jeffrey Mills		SAC Chairman									
Sandi Wehrmeyer		Title 1 teacher									
Shannon Kelleigh		Title 1 teacher									
Clarise Keegan		Parent									
Connie McCue		Parent									
Rosa Faircloth		Community Member									
Shamberly Payne		Guidance Counselor									
List dates of meetings during which schoolwide planning occurred.											
May 24, 2006 August 9, 2006 August 16, 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 2,5,7,8, 11,12, 15,17	
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 Att. A	

COMPONENTS OF A SCHOOLWIDE PROGRAM

Schoolwide Reform Strategies

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.

Pages
2,5,7,8,11,
12,15,17

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.)

Pages

- Extended school year
- x--Before- and/or after-school programs
- x--Summer programs
- x--Enriched/accelerated curriculum
- x--Specialized literacy programs
- x--Counseling/pupil services/mentoring programs
- College and career awareness programs
- x--Innovative teaching methods, such as team-teaching
- x--Technology
- x--Reduced class size
- Integration of vocational and technical education
- Resource teachers in specialized roles
- Student discipline/responsibility initiatives
- x--Tutoring
- Other

6,Att.B
6
Att.B
6,8
Att.B

5,Att.B,E
7,31,Att.H
3,5,Att.I

6,Att.B,E

The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards.

Page
2,5,6

There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations.

Page
2,5,6,7,8,11,
12,15,17

COMPONENTS OF A SCHOOLWIDE PROGRAM

Staff

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.)

Page
Att.C

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.)

Page
Att. D

There are strategies to attract high-quality highly qualified teachers to high needs schools.

Page 4,
Att. E

<p>The school has provisions for:</p> <ul style="list-style-type: none"> --x-- Parent/teacher conferences --z-- Frequent progress reports to parents --x-- Opportunities for parents to volunteer and participate in the classroom --x-- Assistance to parents in understanding the State's assessments and how to monitor their child's progress --x-- Materials and training for parents to help them work with their children to improve achievement ---- Education for teachers and other staff in how to work with parents as equal partners --x-- Family literacy opportunities 	<p>Page 20,Att. H,G,pg.5</p> <p>22,Att.G pg.5 Att. G pg 12</p> <p>Att. G.pg 5</p> <p>20,22,Att. G</p> <p>— Att. G pgs.10-12</p>
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<p>COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Readiness for School</i></p>	
<p>There are plans that assist preschool children in the transition from early childhood programs to the elementary school.</p>	<p>Page 5, Att. G, pg.7</p>
<p>COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Assessment</i></p>	
<p>There are measures in place that allow teachers to be included in decisions regarding the use of academic assessments.</p>	<p>Page 31</p>
<p>The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents.</p>	<p>Page Att. G. pg.5</p>
<p>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.</p>	<p>Page 5,6,7,8,11,12,15,17</p>
<p>Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards.</p>	<p>Page5,7,7,8,11,12,15,17</p>

<p>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.</p>	<p>Page Att. F</p>
<p>COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Professional Development</i></p>	
<p>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.</p> <p>Check all that are included in your plan:</p> <ul style="list-style-type: none"> --x-- 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 --x-- Assistance for paraprofessionals to meet Title I requirements ---- Assistance for teachers to become "highly qualified" <p>Workshops on:</p> <ul style="list-style-type: none"> --x-- Reading instruction based on scientifically based research ---- Mathematics instruction based on scientifically based research --x-- Strategies for developing curricula and teaching methods that integrate academic instruction --x-- Instructional practices geared to challenging state standards ---- Other (e.g., assessment, technology, team building, etc.) 	<p>Pages</p> <p>6,8,11,15,17,19, — — Att. J,F — — 5,6,10,Att.K 5,12,14,Att.K 8, Att.K 8,Att.K —</p>
<p>COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Parent Involvement</i></p>	
<p>The school has jointly developed with, and distributed to, parents a written parental involvement policy.</p>	<p>Page 20, Att. G</p>
<p>There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children.</p>	<p>Page 5, Att. G pg.1</p>
<p>The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement.</p>	<p>Page 20, Att. H</p>
<p>The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project.</p>	<p>Page Att. G pg. 1</p>

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
5,6,7,8,11,12,15,17

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

Att. G

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

Att. K

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

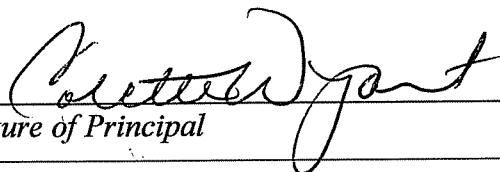
Att. G,

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.

Att. H,

Att. B

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



Signature of Principal

9-5-06

Date Signed

SCHOOLWIDE PLAN ADDENDUM

For Schools In Improvement

	Pages
<p>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)–</p>	
<p>1) Specifies the responsibilities of the school, the district and the state, including the technical assistance to be provided by the district;</p>	Att. L
<p>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;</p>	5,7,8,11,12,- 15,17
<p>3) May include a strategy for implementing a comprehensive school reform model;</p>	7,8,11,12,15,17
<p>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;</p>	7 8,11,12,15,17
<p>5) Establishes measurable goals that–</p>	11,12,15
<p style="padding-left: 20px;">a. Address the specific reasons for the school’s failure to make adequate progress, and</p>	11,12,15
<p style="padding-left: 20px;">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;</p>	11,12,15
<p>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–</p>	Att. K
<p style="padding-left: 20px;">a. Directly addresses the academic achievement problem that caused the school to be identified, and</p>	Att. K
<p style="padding-left: 20px;">b. Is provided in a manner that affords increased opportunity for participating in the professional development, and</p>	Att. K
<p style="padding-left: 20px;">c. Incorporates teacher mentoring activities or programs;</p>	6
<p>7) Specifies how the Title I funds will be used to remove the school from school improvement status;</p>	Att. K, Att. O
<p>8) Describes how the school will provide written notice about the identification to parents of each enrolled student;</p>	Att. M
<p>9) Includes strategies to promote effective parent involvement; and,</p>	pg. 20-22 Att. G
<p>10) As appropriate, incorporates activities before school, after school, during the summer, and during any extension of the school year.</p>	5,6, Att. B

<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>_____</p> <p>_____</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>Pages*</p> <p>Att. K, M</p> <p>Att. K, M</p> <p>5, Att. M</p> <p>6, Att. N</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>Pages*</p> <p>Att. I</p> <p>Att. I</p> <p>Att. I</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>	

ATTACHMENTS

A. The School Improvement Plan includes the following state and local educational agencies and other federal programs which include but are not limited to:

- *GPE's PFA
- *Child Find
- *Clay County Behavioral Services
- *Boy and Girl Scouts
- *YMCA
- *Clay County Health Department
- *SRA Consultants
- *Waterford Consultant
- *Title 1 Specialist
- *Title 1 Curriculum Specialists
- *Conferences and Seminars
- *Clay County School Board personnel
- *Pearson Lab Consultant
- *SPRINT Specialists
- *Business Partners
- *Homeless Grant
- *VPK
- *Title II
- *Title III (ESOL)

B. The following opportunities are available to all students:

*All Kindergarten and first grade students receive SRA, a scientifically based reading program. Students in Grades 2-6 also receive SRA reading instruction, but the classes are limited to students who have a standardized reading score below 39% or have scored below a Level 2 on the FCAT test.

*All students are provided with a 90 minute uninterrupted reading block.

*All students receive 90 minutes of math instruction.

*Grove Park Elementary currently has 3 VE teachers. This year VE teachers are teamed with regular classroom teachers and are providing services using an inclusion model to instruct the ESE students. GPE has found this to be extremely beneficial to these

students. For the severely handicapped students, pullout instruction is available.

*A teacher of the gifted students is a member of our faculty. She is working with qualified students. They are given the opportunity to apply higher order thinking skills while working on reading, math, science and writing.

*GPE is implementing the BRIDGE program for students of above average abilities. They are provided with enrichment opportunities to help them develop higher order thinking skills. GPE's teacher of the gifted provides this instruction.

*At present, GPE is doing "cold reads" and fluency checks in all grade levels.

*All students in grades Kindergarten through Sixth grade are given the DIBELS test 3 times a year. Sixth grade students are also given the MAZE test 3 times a year. The data from both assessments is reviewed and teaching strategies are developed to increase student success. If needed, the Diagnostic Assessments of Reading is given to access severe problems and remediation is done.

*Kindergarten students are also assessed using the Early Childhood Observation System (ECHOS). Teachers observe the students for developmental attributes that help/hinder learning. These results are used in understanding each child's development.

*Students in 6th grade who scored a Level 1 or 2 on the FCAT are receiving SRA instruction. The 6th grade Level 2 children are also receiving the BRIDGES reading program. These students will be closely monitored and data interpreted to ensure success.

*Students on free and reduced lunch are given the opportunity to receive supplemental services (tutoring) after school. Many of the providers come to our school and use our teachers to help them implement a tutoring program. Students may sign up for these services at the beginning of the year or any time during the school year.

C. Attestation (Teacher)

D. Right to Know attachment (as found in the student handbook)

E. There are strategies to attract highly qualified teachers to high need schools.

*GPE has two Title 1 curriculum specialists that work with our school. They provide in-service opportunities, classroom demonstrations, and help with lesson preparations. They will also act as off campus mentors for our new teachers.

*Prior to the beginning of the 2006-2007 school year, new teachers to Clay County were given a two-day workshop conducted by the two Title 1 curriculum specialists. During this workshop, training in math and reading were given and a make-n-take time was provided. Also a part of this workshop is an introduction to technology that is used in Clay County. They also received free materials to begin using with their students. Follow-up workshops will be given during the year.

*Each new or beginning teacher has a mentor to help guide him/her through the first year of his or her career in Clay County Schools. Title 1 Specialists also meet with beginning/new teachers to see if assistance is necessary. They guide the beginning teachers and act as a liaison between the teacher and administration.

*GPE is a school-wide Title 1 School. The school has 3 full time teachers and 1 part time teacher that help reduce the class size during SRA and math instruction and do small group intensive intervention. Each full time Title 1 teacher is assigned to a grade level (either 3rd, 4th, or 5th grade) One part time Title 1 teacher is assisting the Level 1 6th grade math students. She is also responsible for disseminating DIBELS materials, assisting with testing, and reporting scores to the PMRN. She also models SRA lessons and tests new students for placement.

*GPE now has a full time math coach and a full time allocation for a Literacy Coach. They work mainly with the teachers in interpretation and collection of data, model lessons, and materials collection and location.

*Two computer labs are available for student use. The labs have networking capabilities and research-based software. One lab has a teacher for instruction and is on the resource

wheel. The other lab is used before and after school as well as during the school day. A full-time assistant is in the lab, runs reports and monitors children's success.

*Teachers and students are provided a 90 minute uninterrupted reading block.

*Each classroom has a phone and cable television with closed circuit.

*GPE has a reading aide that works with grades K-2 during their 45 minute SRA reading time. She also assists with the Waterford Computer Program with the low achieving students. Another reading assistant is also used with SRA groups in grades K-2. This lessens the size of the groups and makes the lessons flow more smoothly.

*Kindergarten students are also using the Waterford Computer program. This program is used to develop readiness skills to ensure reading success. The program is presently being used in one Kindergarten room and the K-2 ESOL class.

F. Attestation (Paraprofessionals)

G. Parent Involvement Plan

H. Compact (Spanish and English version)

I. Help in analyzing data

Grove Park Elementary has received help in analyzing data, identifying and implementing professional development and analyzing the school's budget through the use of the following services:

1. PMRN—a state system for entering and analyzing the results of the K-6 DIBELS results.
2. DATA STAR (formerly FCAT STAR) is a district source for data collection and analysis used by GPE.
3. My points. org is a district source for professional development opportunities that are available. Teachers are encouraged to attend any workshop or seminar that will enhance their professional growth.

4. Sharon Buttner, SRA consultant for GPE, has been extremely helpful with analysis of data pertaining to the SRA reading program. She conducts on site visits yearly and analyzes data collected by the teachers. Groups may then be changed according to the data analyzed. Each month on the school site, SRA groups are re-leveled as necessary. Tests are analyzed for the re-leveling of inappropriately placed students.
5. A consultant from Pearson Lab, Karn Peterson, is available for the interpretation of data generated by the Waterford Computer Program used in Kindergarten. Results are analyzed and remediation classes are determined.
6. Karn Peterson has been helping with the interpretation of data collected in the Pearson lab using the Pearson computer software. Reports are run weekly by the lab assistant and given to classroom teachers for interpretation.
7. Grove Park Elementary now has a full time math coach and an allocation for a full time Literacy Coach. They work with teachers in the interpretation of data, preparation of hands-on lessons, model lessons, and location of grade appropriate materials.

J. Paraprofessional assistance

GPE tries to hire highly qualified paraprofessionals. If an individual is hired that is not highly qualified, the county Title 1 Supervisor supplies the assistant with a manual to study in order to pass the test. At present GPE does not have any paraprofessional that is not highly qualified, either by having a 2-year degree or having passed the test.

K. Professional Development Plan/Budget

- L.** The responsibilities of the school, the district, and the state are as follows:

Grove Park Elementary's School Improvement Plan is revised on a yearly basis.

The district provides School Improvement Plan workshops at different intervals during the year.

The state provides district personnel with workshops on the writing of School Improvement Plans.

M. School Choice Letter

N. SES provider letter

O. GPE Title 1 budget