

# (Inverness Primary School) Title I Alignment Document



<b>1. Comprehensive Needs Assessment [1114(b)(1)(A)]</b>	
<p>The goals for 2018-2019 should reflect the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used and the staff involved in the process. This will serve as a basis for the action steps.</p> <ul style="list-style-type: none"> <li>• <i>At Inverness Primary School a planning team, which included the entire staff, as well as our School Advisory Enhancement Council who is comprised of educators, parents, community members, and business representatives came together to review data and formulate a vision for school-wide reform.</i></li> <li>• <i>Using data compiled over time, and provided by the district and state, our teachers created a campus profile.</i></li> <li>• <i>Throughout the year we continue to use data provided by our school and district assessments to make decisions regarding curriculum, interventions and acceleration.</i></li> <li>• <i>Quarterly, each grade level analyzes data and evaluates instructional programs.</i></li> <li>• <i>Throughout the year we collect documentation of the ten Title I components and upload the documentation to our online monitoring folders.</i></li> </ul>	<p>Funding Sources (if applicable)</p> <p>Title I funds for Rotating Subs</p>
<b>2. School-wide Reform Strategies {1114(b)(1)(A),(B),(I)}</b>	
<p>The School-wide plan must include school-wide reform strategies that:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement described in action steps</li> <li>• Include strategies to address 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 who are members of the target population of any program that is included in the school-wide program.</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Inverness Primary School uses a Multi-Tiered System of Support to track our students’ growth and behaviors and to determine need for interventions.</i></li> <li>• <i>IPS is fortunate to have reduced Class Size for a better Student-Teacher ratio.</i></li> <li>• <i>When agreed upon by Problem Solving Team, student acceleration of whole grade, math, or reading is provided.</i></li> <li>• <i>Counseling and mentoring is available at IPS, for our students, as needed.</i></li> <li>• <i>Technology is used at IPS for assessing students, teaching students and in providing interventions for our students.</i></li> <li>• <i>Most assessments provide disaggregate data by groups so IPS staff knows where and when to focus our attention.</i></li> </ul>	<p>Funding Sources (if applicable)</p> <p>Title I funded purchase of additional consumable curriculum of iReady ELA and Math for grades 3,4 &amp; 5.</p>

<ul style="list-style-type: none"> <li>• <i>IPS has a team approach in creating the master schedule which supports extended learning opportunities for our students.</i></li> <li>• <i>IPS provides before and after school Success Maker, students who are invited can choose which time best meets the family's schedule.</i></li> <li>• <i>To increase academic achievement our ESE and Interventionists staff are scheduled to assist students from K-5.</i></li> <li>• <i>At IPS we have established a co-teaching classroom at most grade levels.</i></li> <li>• <i>Whole School PBS has been established at IPS for school wide tier I behavior.</i></li> <li>• <i>A Discipline Committee compiled of representatives from every grade level developed a new school-wide discipline plan. A new system of Check In/Check out was implemented for approximately 50 students who we found a need.</i></li> <li>• <i>Based on our data, we found a need for additional curriculum support for grades 3,4 &amp; 5 in the areas of ELA and Math.</i></li> </ul>	
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<b>3. Instruction by Highly Qualified Teachers 1114(b)(1)(C)</b>	
<p>Instruction by highly qualified teachers must be provided to all students.</p> <ul style="list-style-type: none"> <li>• Inverness Primary School maintains a listing of teachers, their status, their teaching position, the subjects they teach, and their service records as well. Our Parents are notified of highly qualified status of teachers through written correspondence at the beginning of each school year in our Parent newsletter. We also maintain a list of qualified paraprofessionals, their assignments, and their service records are kept up to date.</li> <li>• Our Paraprofessionals are scheduled to work directly with students during either the students' ELA block or Intervention time to ensure that their time is used to support student learning. We maintain a book that contains the scheduled daily duties for each paraprofessional and adjust as student needs change.</li> <li>• Using our needs assessment survey, we provided time during the summer, as well as throughout the year during staff meetings, and during district wide professional development days for the professional development of staff.</li> <li>• Every new to the school teacher is provided a buddy or a mentor to assist them in their transition.</li> <li>• The district provides teachers new to the district with professional development of "in-place" programs prior to school year and the school TOSA continues this support at IPS throughout the year.</li> <li>• Administration monitors the effectiveness of teachers by conducting frequent walk-throughs using the 5 D Walk Through tool.</li> <li>• New and seasoned teachers are encouraged to observe best practices in the classrooms of their colleagues at IPS and throughout the district.</li> <li>• Our school's Teacher on Special Assignment is available to provide opportunities for teachers to have classroom materials explained as well as modeling their use in instruction.</li> </ul>	<p>Funding Sources (if applicable)</p> <p>Title I funded Summer Trainings</p>

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**4. Professional Learning Section 1114 (b) (1)(D)**

<p>The professional development in the SIP should be linked back to identified needs in the comprehensive needs assessment.</p> <ul style="list-style-type: none"> <li>• <i>Based upon data, and a staff needs assessment we conducted, professional development is selected to meet the needs of our teachers to make an impact on our student learning.</i></li> <li>• <i>Book Study groups are organized and facilitated by staff members, and our trainings are staff led</i></li> <li>• <i>Opportunities are provided for all employees to obtain training in programs and initiatives that are already in place. (Study Island, Core Connections, iPad PLC, Mathematical Practices, Success Maker)</i></li> <li>• <i>The LEA provides professional development opportunities for all personnel with the goal of meeting the identified needs of all student populations and increase student performance.</i></li> <li>• <i>Our teachers are to attend professional developments throughout the year on content areas specific to our school, our students, and the teacher’s grade level assignment.</i></li> <li>• <i>When our schedule is created, all grade level teachers are provided with the same planning time to increase the likelihood that they will collaborate with one another. This year, all grade level teams are provided an extended planning time with which to collaborate with one another and share best practices.</i></li> <li>• <i>Occasionally subs are hired, or office personnel are scheduled, to rotate through classrooms to “free up” time for teachers to attend meetings during the day rather than before or after school.</i></li> </ul> <p><b>**Provide documentation of scheduled staff development through ERO</b></p>	<p>Funding Sources (if applicable)</p> <p>Title I purchased <u>Poor Students, Rich Teaching</u> by Ruby Payne</p> <p>Title I funds school’s summer trainings</p> <p>Title I funds rotating subs</p>
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**5. Additional Timely Assistance**

<p>A school-wide program school must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to--</p> <ol style="list-style-type: none"> <li>(1) Ensure that those students’ difficulties are identified on a timely basis; and</li> <li>(2) Provide sufficient information on which to base effective assistance to those students.</li> </ol>	
<p>Describe the additional timely assistance for students not yet proficient, being sure to link this back to identified needs in the comprehensive needs assessment.</p> <ul style="list-style-type: none"> <li>• <i>IPS sees that additional timely assistance is given to students not yet proficient, using all information available to link it to their needs.</i></li> </ul>	<p>Funding Sources (if applicable)</p> <p>Title I purchased <i>Discovery Intensive Phonics</i> for interventions</p>

<ul style="list-style-type: none"> <li>• <i>Each grade level has an assigned inclusion setting and gifted setting.</i></li> <li>• <i>IPS schedules quarterly data days for each grade level to analyze individual student data and/or student work, working together to determine the students' need for interventions and the appropriate activities to achieve their success.</i></li> <li>• <i>IPS provides for extended learning opportunities such as before and after school Success Maker.</i></li> <li>• <i>It is our school expectation that individualized small group learning sessions are a part of our everyday learning.</i></li> <li>• <i>A district wide rich curriculum is provided, with additional resources purchased with the school's Title I funds, to include real world connections and enrichment activities.</i></li> <li>• <i>At IPS computer assisted learning is incorporated in the classroom and during interventions.</i></li> <li>• <i>Modifications and accommodations for curriculum activities are incorporated when needed.</i></li> <li>• <i>Parent/teacher conferences, to keep parents informed, are conducted throughout the year.</i></li> <li>• <i>When recommended by parent, staff, or problem-solving team, school counseling services are provided for students.</i></li> <li>• <i>Whenever possible, with the assistance of our Guidance Counselor, parents are directed to appropriate resources such as: counseling services, out-reach programs, community agencies, mentoring programs, etc.</i></li> <li>• <i>IPS staff is provided professional development in effective teaching strategies and best practices and encouraged to implement these strategies and activities.</i></li> </ul>	<p>Title I purchased supplemental materials for each grade level to use for ELA and Math assistance</p>
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<b>6. Recruitment and Retention of Highly Qualified Teachers</b>	
<p>Identify the school's strategies to attract and retain effective, highly qualified teachers in the Instructional program and in the school as a whole. [1114(b)(1)(E)] Identify the practice the district maintains to assist schools in effectively recruiting and retaining highly qualified educators, including specialists in core academic subjects, principals, and pupil services personnel; for example: providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach in academic subjects and schools in which there exists a shortage of highly qualified teachers.</p>	
<p>Describe the strategies used to attract and retain effective, highly qualified teachers. If this was identified in the comprehensive needs assessment, be sure to reference this need.</p> <p><i>The district utilizes a Talent Acquisition Team to recruit effective, highly qualified teachers. The district also works with universities to train and hire interns. Teachers must be highly qualified in the specific subject they are hired to teach. New teachers are placed with a mentor teacher and receive additional training through the district's Teacher Induction Program. Teachers that work in Title 1 schools received an additional \$50.00 for the 2014/15 school year. Teachers that work at CREST, an alternative school for ESE students, received an additional \$400.00 for the 2014/15 school year.</i></p>	<p>Funding Sources (if applicable)</p> <p>District Funded</p>

<p><i>During the hiring process IPS shares the following items to attract applicants and maintain new hires:</i></p> <ul style="list-style-type: none"> <li><i>• With the support of the district we can guarantee small class size.</i></li> <li><i>• Our applicants are assured that a mentoring program is provided by district and school.</i></li> <li><i>• This year IPS used district provided Teacher to Teacher to search for candidates.</i></li> <li><i>• New hires are guaranteed on-going training for programs that are in place on a campus for both teachers and instructional paraprofessionals.</i></li> <li><i>• Inverness Primary School schedules monthly TIP meetings with specific needs of new hires addressed</i></li> </ul>	
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**7. Teacher involvement in decisions regarding assessments**

<p>Identify the measures the school has in place to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. [(1114(b)(1)(E)]</p>	
<p>Describe how teachers are involved in decisions about the academic assessments used to inform and improve the instructional program.</p> <ul style="list-style-type: none"> <li><i>• IPS provides professional development to assist teachers in using data to make instructional decisions, improve curriculum, and design assessments.</i></li> <li><i>• IPS teachers take ownership of their instructional program, developing appropriate grade level assessments in a collaborative manner.</i></li> <li><i>• Our quarterly data days provide opportunities for teachers to use assessment data to determine gaps in curriculum evaluate teaching strategies and develop best practices to improve student learning.</i></li> </ul>	<p>Funding Sources (if applicable)</p> <p>Title I funds Rotating Subs for Data Days</p>

**8. Parental Involvement**

<p>A school-wide program must involve parents in the planning, review, and improvement of the school-wide program plan. [1114(b)(1)(F)] The district must provide support and technical assistance in developing and evaluating the effectiveness of the parent involvement policy and plan.</p>	
<ul style="list-style-type: none"> <li><b>Notification:</b> <i>IPS parents are kept abreast of all pertinent information through our school website, our Facebook page, our monthly newsletter, school messenger callouts and flyers home. We use these methods to inform parents of our upcoming events, teacher qualifications and highly qualified status, annual report cards, reports regarding student achievement, parental involvement policy, and school-parent compact.</i></li> <li><b>Consultation:</b> <i>We include our parents in the development of the parental involvement policy, school-parent compact, and School Improvement Plan. We seek input from parents through our yearly parent survey in safety issues, ongoing school programs, and their knowledge of our Title I program. We strive to include parents in the evaluation of the parental involvement program and have face-to-face parent teacher conferences. Four conferences with parents of student on a progress monitoring plan are conducted yearly.</i></li> </ul>	<p>Funding Sources (if applicable)</p> <p>Title I funds Parent Nights</p>

<ul style="list-style-type: none"> <li>• <b>Building Capacity:</b> <i>IPS has a Title I Informational Night that includes information on Title I requirements, how Title I helps our students, explanations of the Florida State Standards, and hands on trainings in the curriculum used daily at IPS.</i></li> </ul>	
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**9. Coordination with Early Childhood Programs (Elementary)  
College and Career Readiness (Secondary)**

**Elementary-**  
Identify how the program is coordinated with early childhood programs with an emphasis on the transition between early childhood programs and elementary school programs. [1114(b)(1)(G)  
Assessment data should facilitate the transition between early childhood programs and elementary school programs.

**Secondary-**  
Identify how the school incorporates applies and integrated courses to help students see the relationships between subjects and relevance to their future. Identify how the school promotes academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful.

<p>Describe the coordination that occurs between the elementary school and early childhood programs.</p> <p><i>Parents whose children attend pre-K in our public elementary schools benefit by having their child attend pre-K in the same school that the child will attend Kindergarten, allowing for a seamless transition. Pre-K students in other school settings are encouraged to attend pre-K round-ups and school tours. Additionally, parents receive print materials throughout the year that provides information on "How to help your child."</i></p> <ul style="list-style-type: none"> <li>• <i>IPS coordinates the professional development activities of preschool and kindergarten teachers to assure the proper transition occurs between prekindergarten and kindergarten.</i></li> <li>• <i>Towards the end of the school year we arrange for kindergarten and preschool teachers to visit each other's classrooms.</i></li> <li>• <i>Our preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.</i></li> <li>• <i>A team approach provides Instruction that is focused on providing our pre-k with a balance of cognitive and language skills.</i></li> <li>• <i>Our Pre-K classrooms are structured to provide an environment that is caring and safe. They also stimulate children's cognitive growth and provides multiple and varied opportunities for language and literacy experiences.</i></li> <li>• <i>Instruction at IPS is always intentional, and frequently direct and explicit. Early childhood classrooms are a balance between individual, small-group, and large-group activities.</i></li> <li>• <i>IPS Pre-K teachers conduct regularly scheduled progress monitoring of all students. Pre-K assessments provide our teachers with the ability to customize their instruction to the needs of individual children as well as to identify children who may need special help.</i></li> <li>• <i>Our preschool staff regularly communicates with parents and caregivers using weekly newsletters,</i></li> </ul>	<p>Funding Sources (If applicable)</p>
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phone calls and emails, so that caregivers are active participants in their children's education.

### 10. Coordination with Federal, State and Local Services

Describe how the program is coordinated and aligned with federal, state and other local services and programs, with particular focus on other NCLB Title programs. [1114(b)(1)(J)]

- *Title I, Part A, works closely with other Title grants, to reduce fragmentation and duplication of services in providing assistance to students, staff, and parents. This provides supplemental services to students, parents, and professional development to staff.*
- *Title I, Part A, provides services to assist students in meeting Florida Standards and Next Generation Standards in grades K-8.*
- *Title I coordinates with Title II to ensure that staff development needs are met in grades K-12 in core academic areas in public and private schools. This provides supplemental services to students and professional development to staff.*
- *Title I, Part C, provides services to elementary, middle and high school migrant students and families in Citrus County through the Alachua Multi-County Consortium. Services include sharing information concerning various agencies, school supplies, and tutoring. This provides supplemental services to students.*
- *Title I, Part D provides services to students and staff at the DJJ facility and at our local alternative school. This provides supplemental services to students and professional development to staff.*
- *Title I, Part A and Title III, Part A work together to supplement instructional support for English Language Learners in grades K-12. ELL students' needs are identified, and if needed, a Progress Monitoring Plan (PMP) is developed to ensure the students' needs are met. This provides supplemental services to students and parents.*
- *Title I coordinates with Title X to provide services to homeless students in grades K-12. Services include awareness training for school staff in terms of identification and the rights of homeless students, guidance and social worker services, school supplies, academic supplies and other services as needed to support students in academic areas. This provides supplemental services to students and professional development.*
- *The Citrus County Education Foundation sponsors teacher mini-grants, Wellness Grants, some software programs, and other activities. This provides supplemental services to students and professional development.*
- *The Tropicana Speech Contest is sponsored by the local 4-H, for fourth and fifth graders in public and private schools to promote public speaking. This provides supplemental services to students.*
- *Florida Virtual School is an alternative to traditional "brick and mortar" public education.*
- *"Adopt a Class" is a program in which community members and/or parents "adopt a class" providing a stipend amount for the teacher of the adopted class to purchase additional supplies for the classroom. This*

Funding Sources (if applicable)

**10. Coordination with Federal, State and Local Services**

*provides supplemental services to students and supports parent involvement.*

- *PTAs/PTOs support the school in a variety of ways.*
- *Citrus County Sheriff's Department provides School Resource Officers who are assigned in elementary, middle, and high schools to provide education in safety issues and assistance in maintaining a safe school environment.*
- *Citrus County Health Department provides services to students in elementary, middle, and high schools.*
- *Citrus County Family Resource Center provides parenting classes, support groups for parents, lending library, clothing, food, school supplies and Thanksgiving and Christmas to needy families in our school district.*
- *Citrus County Blessings is a program where students in need receive a back pack on Friday that supplies food for two breakfasts, three lunches, three dinners, and snacks for the weekend.*
- *Citrus County Library System provides access to computers/internet, children's libraries, AR books, and children's events.*
- *Citrus County United Way supports Big Brothers/Big Sisters, Boys and Girls Clubs, Boy Scouts, Childhood Development Services, Family Resource Center, Family Visitation Center, and other agencies.*
- *Outback Steakhouse sponsors student achievement luncheons.*
- *The benefit of the collaborations is far reaching. Students have additional academic and community support opportunities available to them, parents have the opportunity to be more involved, staff gains from aligned professional development, and the School district gains community support and alignment of services.*