

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: Doctors Inlet Elementary										
Implementation Year: 2006-2007										
Enrollment Information:	Pre-K	K	1	2	3	4	5	6	7	8
School Total:	29	153	146	132	130	140	138	131	0	0
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>				
Anne Miller		Principal		Maureen Yelverton		Assistant Principal				
Lynne Mackey		Teacher, SAC Chair		Patti Blevins		Kindergarten Teacher				
Melissa Hansen		1 st Grade Teacher		Debbie Johnson		2 nd Grade Teacher				
Anita Hanlin		3 rd Grade Teacher		Scarlet Nestler		4 th Grade Teacher				
Tracie Ryan		5 th Grade Teacher		Lisa Hall		6 th Grade Teacher				
Karen Habell		Title I Teacher/SRACoach		Sharon Cavins		Title I Teacher				
Daniel Burnham		Community Member		Geoff Bickford		Parent				
Neha Davis		Support Staff		Lakeshia Goodman		Parent				
Trulie Towne		Parent								
List dates of meetings during which schoolwide planning occurred.										
June 26, 2006		June 27, 2006		August 4, 2006		August 18, 2006				
August 28, 2006		August 30, 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, 9, 17, 22, 25, 28, 31, 34
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 7,11 See District Plan

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 9-20, 22-23, 25-26
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
<ul style="list-style-type: none"> -x- 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 -x- College and career awareness programs -x- Innovative teaching methods, such as team-teaching -x- Technology -x- Reduced class size -x- Integration of vocational and technical education -x- Resource teachers in specialized roles -x- Student discipline/responsibility initiatives -x- Tutoring ----Other 	<ul style="list-style-type: none"> 11-17 11 12,17 11-17 11-17 11-17 28, 29 28 11-17, 31-33 31-33 28 31-33 22-23 11-17 11-17
The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards.	Page 9- 15,17-20, 22-23
There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations.	Page 13,14, 17

COMPONENTS OF A SCHOOLWIDE PROGRAM

Staff

<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 Appendix A</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 Appendix B</p>
<p>There are strategies to attract high-quality highly qualified teachers to high needs schools.</p>	<p>Page 5-7</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 Appendix C</p>

COMPONENTS OF A SCHOOLWIDE PROGRAM

Professional Development

<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>Pages</p>
<p>Check all that are included in your plan:</p> <ul style="list-style-type: none"> -<u>x</u>- Mentoring, coaching, and/or modeling for teachers -x- Professional study groups -x- 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" <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 -x- Other (e.g., assessment, technology, team building, etc.) 	<p>See Professional Development Plan</p> <p>N/A N/A</p> <p>See Professional Development Plan</p>

COMPONENTS OF A SCHOOLWIDE PROGRAM

Parent Involvement

<p>The school has jointly developed with, and distributed to, parents a written parental involvement policy.</p>	<p>Page Appendix D</p>
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There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children.	Page 28-30
The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement.	Page Appendix E
The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project.	Page Appendix F
<p>The school has provisions for:</p> <ul style="list-style-type: none"> -x- Parent/teacher conferences -x- 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 -x- Education for teachers and other staff in how to work with parents as equal partners ---- Family literacy opportunities 	<p>Page Appendix D School Parent Involvement Plan</p> <p>28-30</p>

COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Readiness for School</i>	
There are plans that assist preschool children in the transition from early childhood programs to the elementary school.	Page 6
COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Assessment</i>	
There are measures in place that allow teachers to be included in decisions regarding the use of academic assessments.	Page 6, 7
The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents.	Page Appendix G
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 9-33
Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards.	Page 9-33

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:

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

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

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.

Pages

9-18, 17-20,
22-23

B.
Professional
Dev. Plan
Appendix H

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

Anne H. Miller

Signature of Principal

8/31/06

Date Signed