

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: McRae Elementary 0511 | | | | | | | | | | | |
| Implementation Year: 2006-2007 | | | | | | | | | | | |
| Enrollment Information: | | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| School Total: 559 | | 9 | 69 | 87 | 73 | 59 | 93 | 82 | 87 | | |
| Members of School Improvement Team/Schoolwide Project Planning Team (include principal, teachers, parents, community members, and other staff) | | | | | | | | | | | |

Name

Marcus Dooley-Principal
 Debbie Walker-SAC Co-Chair
 Linda McGhghy-SAC Co-Chair
 Judith Rodriguez-SAC Parent
 Gilda Kinsey-SAC Support
 Sara Matukaitus-SAC Parent
 Darlene Voight-SAC Parent
 Kim Gann-SAC Parent
 Toni Martinez-SAC Parent
 Laurie Buttry-SAC Business
 Kim Dugger-Assistant Principal
 Linda Allen-Teacher
 Sherri Alday-Teacher
 Barbara Auletta-Teacher
 Marilyn Blair-Teacher
 Yvonne Booth-Teacher
 Kim Bannister-BRT
 Glenn Calcote-Teacher
 Danielle Capper-Teacher
 Barbara Carlisle-Teacher
 Linda Conway-Teacher
 Traci Coursey-Teacher
 Mary Eckford-Teacher
 Darlene Evans-Teacher
 Eileen Feagin-Teacher
 Teresa Fields-Teacher
 Linda Fraser-Teacher
 Reginald Fox-Teacher
 April Goolsby-Teacher
 Susan Gorham-Teacher
 Cheryl Gumber-Teacher
 LeeAnn Hawkins-Teacher
 Mia Jackson-Teacher
 Jennifer Julius-Teacher
 Brandi Kirkland-Teacher
 Tracey Kendrick-Teacher
 Alice Clance-Secretary
 Jessica Shotwell-Teacher

Position/TitleNamePosition/Title

Beverly Kirby-Teacher
 Lisa Lane-Teacher
 Malinda Mengelson-Teacher
 Genalle Mobley-Teacher
 Thomas Moloney-Teacher
 Rosa Newllin-Teacher
 Peyton Phillips-Teacher
 Cynthia Roberts-Teacher
 Shannon Sneed-Teacher
 Karen Steinmetz-Teacher
 Elizabeth Stone-Teacher
 Christol Stover-Teacher
 Mary Thacker-Teacher
 Sandra Torres-Teacher
 Linda Waters-Teacher
 Tara Waters-Teacher
 Valerie Wells-Guidance
 Theressia Williams-Teacher
 Katherine Zike-Teacher
 Windy Hinson-Nurse
 Lisa Davis-Cafeteria Manager
 Walter Donley-Custodian
 Rosie Keuthan-Aide
 Heather McBride-Aide
 Cynthia Ose-Cafeteria Assistant
 Charlene Jurusik-ISS Aide
 Melissa Spurrier-Aide
 Holly Baker-Cafeteria Assistant
 Teresa Barfield-Reading Aide
 Linda Richardson-Secretary
 Terri Williams-Cafeteria Asst.
 Julia Gilbert-Title I Aide
 Cynthia Halstead-Secretary
 John Halstead-Custodian
 Janice West-Technology Coach
 Richard Young-Custodian
 Wendy Hall-Aide
 Pamela Stroud-Receptionist

List dates of meetings during which schoolwide planning occurred.

Work on the 2006-2007 School Improvement Plan has been on-going since April 2006. Contact and discussion continued throughout June, July, and August via telephone, e-mails, and informal meetings.

June 13, 14, 15, 19, 20, 2006

July 17, 18, 19, 2006

August 28, 29, 30, 31, 2006

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.

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| 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 14, 25, 32, 37, 41, 48, 52, 57, 62, 68, 71, 76 |
| 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 71, 74 |

COMPONENTS OF A SCHOOLWIDE PROGRAM
Schoolwide Reform Strategies

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| 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 15, 18, 20, 21, 22, 26-29, 32-34, 37, 39, 41, 43, 44, 48, 49, 53, 54, 57-58, 71-74, 76 |
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| 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 |
| --x--Extended school year | 12-13 |
| --x--Before- and/or after-school programs | 13, 15, 16, 27, 33 |
| --x--Summer programs | 12, 13 |
| --x--Enriched/accelerated curriculum | 58, 73 |
| --x--Specialized literacy programs | 9-10, 33 |
| --x--Counseling/pupil services/mentoring programs | 11, 49, 41 |
| ----College and career awareness programs | ----- |
| --x--Innovative teaching methods, such as team-teaching | 15 |
| --x--Technology | 53 |
| --x--Reduced class size | 3, 15 |
| --x--Integration of vocational and technical education | 53 |
| ----Resource teachers in specialized roles | ----- |
| --x--Student discipline/responsibility initiatives | 49 |
| --x--Tutoring | 16, 29, 33 |
| --x--Other | 12, 71 |

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| The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards. | Page 15, 28, 32-33, 37 |
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| There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations. | Page 15-16, 21, 26, 29 |
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COMPONENTS OF A SCHOOLWIDE PROGRAM

Staff

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| 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 6 and see SIP Quality Staff Attachment. |
| 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 66 |
| There are strategies to attract high-quality highly qualified teachers to high needs schools. | Page 9 |
| 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 66 |

COMPONENTS OF A SCHOOLWIDE PROGRAM

Professional Development

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| 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. | Pages |
| Check all that are included in your plan: | |
| --x-- Mentoring, coaching, and/or modeling for teachers | 10 |
| --x-- Professional study groups | 64 |
| --x-- Monitoring following professional development to ensure that effective strategies are being implemented in the classroom | 65 |
| --x-- Assistance for paraprofessionals to meet Title I requirements | 66 |
| --x-- Assistance for teachers to become "highly qualified" | 8 |
| Workshops on: | |
| --x-- Reading instruction based on scientifically based research | 9-10 |
| --x-- Mathematics instruction based on scientifically based research | 10 |
| --x-- Strategies for developing curricula and teaching methods that integrate academic instruction | 15-16,27 |
| --x-- Instructional practices geared to challenging state standards | 10 |
| --x-- Other (e.g., assessment, technology, team building, etc.) | 54,63 |

COMPONENTS OF A SCHOOLWIDE PROGRAM

Parent Involvement

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| The school has jointly developed with, and distributed to, parents a written parental involvement policy. | Page 43 |
| There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children. | Page 43,44, |

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| The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement. | Page 41,44 |
| The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project. | Page 44 |
| The school has provisions for: | Page |
| --x-- Parent/teacher conferences | 10-11,44 |
| --x-- Frequent progress reports to parents | 10-11 |
| --x-- Opportunities for parents to volunteer and participate in the classroom | 45 |
| --x-- Assistance to parents in understanding the State's assessments and how to monitor their child's progress | 41 |
| --x-- Materials and training for parents to help them work with their children to improve achievement | 43 |
| --x-- Education for teachers and other staff in how to work with parents as equal partners | 63 |
| --x-- Family literacy opportunities | 43 |

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 11-12,71 |
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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 11,15,27,28,29 |
| The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents. | Page 11,41 |
| 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 15,18,20,28,34 |
| Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards. | Page 10,18,25 |

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.

15,20,27,29

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

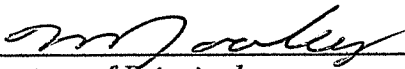
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C. Parent-teacher conferences for students who do not meet student performance standards that include:

11,73

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.

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



Signature of Principal

9/1/06

Date Signed

SCHOOL DISTRICT OF CLAY COUNTY
"No Child Left Behind Act of 2001" Title I: Part A
Paraprofessional Qualifications
Principal Attestation of Compliance

Applies to:

Schoolwide – All Assistants Targeted Assistance - Title I funded Assistants

Assistants hired before January 8, 2002 and working in Title I schools are required to have an AA degree, 60 hours of college credit or a passing score on the ParaPro Assessment (available soon) by January 8, 2006. **All employees hired on or after January 8, 2002 must have already met these requirements**

Instructions: **List all the Instructional Assistants in your school** (include basic, federal, pre-kindergarten and exceptional student education employees). Provide the legal name and date of hire. Mark an **X** for any other box that applies.

| Legal Name | Date of Hire | AA Degree | 60 College Credit Hours | ParaPro Assessment (received a passing score) |
|--------------------|--------------|-----------|-------------------------|-----------------------------------------------|
| Teresa Barfield | 8-14-00 | | | X |
| Ann Batchelor | 11-25-04 | | | X |
| Amelia Cannon | 8-05-04 | X | | |
| Mary Lou Dwyer | 1-23-04 | | | X |
| Julia Gilbert | 8-20-1999 | | | X |
| Wendy Hall | 8-24-1999 | | | X |
| Gwendolyn Hamshire | 11-25-1996 | | | |
| Rosie Keenan | 9-14-01 | | | X |
| Gilda Kinsey | 8-21-1998 | X | | |
| Heather McBride | 8-09-04 | X | | |
| Melissa Smarrier | 11-17-04 | X | | |
| Janice West | 9-08-1998 | | | X |
| | | | | |

School: McRae

Date: 2/9/06

Principal's Signature [Signature]

Use an additional sheet if necessary.

SCHOOL DISTRICT OF CLAY COUNTY
"No Child Left Behind Act" Title I: Part A
Paraprofessional Qualifications
Principal Attestation of Compliance

Applies to:

Schoolwide – All Assistants Targeted Assistance - Title I funded Assistants

Paraprofessionals in Title I schools may be assigned the following support duties:

1. one-to-one tutoring for eligible students if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
2. assisting in classroom management
3. assisting in computer instruction
4. conducting parent involvement activities
5. providing instructional support in a library or media center
6. acting as a translator
7. providing instructional **support** services only **under the direct supervision** of a highly qualified teacher

***a paraprofessional works under **the direct supervision** of a teacher if—

- (i) the teacher plans the instructional activities that the paraprofessional carries out;
- (ii) the teacher evaluates the achievement of the students with whom the paraprofessional is working; and
- (iii) the paraprofessional works in close and frequent physical proximity to the teacher

A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds—including non-instructional duties and duties that do not benefit participating students, if the amount of time the paraprofessional spends on those duties is the same proportion of total work time as the time spent by similar personnel at the same school.

I attest the Paraprofessionals at my school are in compliance with all of the above requirements.

School: MADAE ELEMENTARY

Date: 2/9/06

Principal's Signature 

If the above requirements cannot be verified, please attach a description of the areas that are out of compliance and the action that will be taken to bring your school into compliance. Please sign and date your attachment.

Use an additional sheet if necessary.