

**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**

<b>SCHOOL INFORMATION</b>											
Name and Number of School:		Clay Hill Elementary									
Implementation Year:		2006-07									
Enrollment Information:		Pre-K	K	1	2	3	4	5	6	7	8
School Total: 501		75	68	70	78	74	73	63			
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>				
Evelyn Chastain		Principal			Toni Dubois		Parent				
Judy Harden		Title 1 Aide			Robert Eastham		Parent				
Jered Jerris		Teacher			Marvel Hays		Parent				
Lori Pope		Teacher/SAC Chair			Marcela King		Parent				
Lea Rhoden		Teacher			Elizabeth Santos		Parent				
					Ed Stamer		Community Member				
List dates of meetings during which schoolwide planning occurred.											
May 2, 2006											
June 26, 2006											
August 28, 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 3,5,7, 12,16,18	
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 5	

**COMPONENTS OF A SCHOOLWIDE PROGRAM**  
*Schoolwide Reform Strategies*

<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 5-6,7-10,16,12-13,18,23-24</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"> <li>X Extended school year</li> <li>X Before- and/or after-school programs</li> <li>X Summer programs</li> <li>X Enriched/accelerated curriculum</li> <li>X Specialized literacy programs</li> <li>X Counseling/pupil services/mentoring programs</li> <li>----College and career awareness programs</li> <li>X Innovative teaching methods, such as team-teaching</li> <li>X Technology</li>   <li>X Reduced class size</li> <li>----Integration of vocational and technical education</li> <li>----Resource teachers in specialized roles</li> <li>X Student discipline/responsibility initiatives</li> <li>X Tutoring</li> </ul>	<p>Pages</p> <p>6</p> <p>6</p> <p>6</p> <p>5</p> <p>6</p> <p>27</p> <hr/> <p>8</p> <p>8,9,12-13,16,23-25</p> <p>3,6</p> <hr/> <p>27-28</p> <p>6</p>
<p>The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards.</p>	<p>Page 7-19</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 7-19,23-25</p>
<p><b>COMPONENTS OF A SCHOOLWIDE PROGRAM</b> <i>Staff</i></p>	
<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 Attachment 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 Attachment B</p>
<p>There are strategies to attract high-quality highly qualified teachers to high needs schools.</p>	<p>Page 4-5</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 10</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>Check all that are included in your plan:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mentoring, coaching, and/or modeling for teachers</li> <li><input checked="" type="checkbox"/> Professional study groups</li> <li><input checked="" type="checkbox"/> Monitoring following professional development to ensure that effective strategies are being implemented in the classroom</li> <li><input type="checkbox"/> Assistance for paraprofessionals to meet Title I requirements</li> <li><input type="checkbox"/> Assistance for teachers to become "highly qualified"</li> <li>Workshops on: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading instruction based on scientifically based research</li> <li><input checked="" type="checkbox"/> Mathematics instruction based on scientifically based research</li> <li><input type="checkbox"/> Strategies for developing curricula and teaching methods that integrate academic instruction</li> </ul> </li> <li><input checked="" type="checkbox"/> Instructional practices geared to challenging state standards</li> <li><input checked="" type="checkbox"/> Other (Technology, Safety &amp; Discipline)</li> </ul>	<p>Pages</p> <p>6,8-9</p> <p>8-9,28</p> <p>9,13</p> <p>—</p> <p>—</p> <p>5,7-10</p> <p>13-14</p> <p>—</p> <p>8-9,13,16,18</p> <p>24,27-28</p>
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## 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</p> <p>Attachment C</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</p> <p>5,21,31</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</p> <p>Attachment D</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</p> <p>5</p>
<p>The school has provisions for:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent/teacher conferences</li> <li><input checked="" type="checkbox"/> Frequent progress reports to parents</li> <li><input checked="" type="checkbox"/> Opportunities for parents to volunteer and participate in the classroom</li> <li><input checked="" type="checkbox"/> Assistance to parents in understanding the State's assessments and how to monitor their child's progress</li> <li><input checked="" type="checkbox"/> Materials and training for parents to help them work with their children to improve achievement</li> <li><input checked="" type="checkbox"/> Education for teachers and other staff in how to work with parents as equal partners</li> <li><input checked="" type="checkbox"/> Family literacy opportunities</li> </ul>	<p>Page</p> <p>21</p> <p>5-6,21</p> <p>Attachment E</p> <p>Attachment C</p> <p>21</p> <p>21</p> <p>Attachment C</p>

**COMPONENTS OF A SCHOOLWIDE PROGRAM**

*Readiness for School*

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

*Assessment*

There are measures in place that allow teachers to be included in decisions regarding the use of academic assessments.	Page Attachment F
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The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents.	Page 5-6
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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 7,12,16,18,23
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Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards.	Page 7,12,16,18,23
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**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.	7-10,12,16
B. Training for teachers in how to identify such difficulties and how to provide appropriate assistance to individual students.	7-10,12,16
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.	21

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

*Rebecca Chestain*  
Signature of Principal

September 4, 2006  
Date Signed

**"No Child Left Behind Act" Title I: Part A****Teacher Qualifications****Principal Attestation of Compliance**

Applies to:

Schoolwide – All Teachers

Targeted Assistance - Title I funded Teachers

**Instructions:** Please initial the statements that apply. Complete the charts if necessary. Sign and date at the bottom of the page.

1.  All Instructional Employees at my school are currently "Highly Qualified" (State Certification in the area of their present teaching assignment).
2.  Some Instructional Employees at my school are currently "Highly Qualified" (State Certification in the area of their present teaching assignment).

List the Instructional Employees who are not currently "Highly Qualified":

<u>Legal Name</u>	<u>Certification Area</u>	<u>Teaching Assignment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3.  I have employed a substitute in a classroom situation for more than 4 consecutive weeks. Please List:

<u>Legal Name of Classroom Teacher</u>	<u>Substitute</u>	<u>Teaching Assignment</u>
<u>LINDSEY AVERY</u>	<u>KIMBERLEE EDWARDS</u>	<u>1ST GRADE</u>
_____	_____	_____
_____	_____	_____

School: CLAY HILL ELEMENTARY

Date: SEPTEMBER 6, 2006

Principal's Signature *Ruby Chesta*

Use an additional sheet if necessary.

Page 1 of 2

**“No Child Left Behind Act of 2001” Title I: Part A**  
**Teacher Qualifications**  
**Principal Attestation of Compliance**

Applies to:

Schoolwide – All Teachers      Targeted Assistance - Title I funded Teachers

**Please initial the statement if your school is in compliance . Complete the chart if necessary. Sign and date at the bottom of the page.**

1. \_\_\_\_\_ Parent notification has been provided to the students of all teachers **without** a current “highly qualified status” and to the students of any teacher where a substitute has been employed for more than four consecutive weeks. A copy of the notification has been sent to the Title I office.
2. RC All Teachers hired after August 7, 2002 were **highly qualified on the date of hire** (certified in the area of their present teaching assignment).

If the above statement referencing the August 7, 2002 hiring date, does not carry an initial, please provide the name, certification, teaching assignment, and date of hire of the Teacher hired after August 7, 2002 **without** a “highly qualified status” on their date of hire.

Legal Name	Certification Area	Teaching Assignment	Date of Hire
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

School: CLAY HILL ELEMENTARY

Date: SEPTEMBER 6, 2006

Principal's Signature *Kathy Chestain*

**If the above requirements could not be verified with your initial, please attach a description of the area that is 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.