

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: S. Bryan Jennings Elementary School/0331											
Implementation Year: 2006-2007											
Enrollment Information:		Pre-K	K	1	2	3	4	5	6	7	8
School Total:		12	98	86	94	79	81	84	83		
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>				
Nicole Brown		Parent/SAC			Scott Harris		Business Partner/SAC				
Carol Doughty		Assistant Principal			LeAnne Jones		Title I/SAC				
Alejandra Dutto-Carossia		Parent/SAC			Lee Oliver		Principal				
Dianne Goldsbury		Reading Aide/SAC			Shay Settles		Parent/SAC				
Ilona Hagen		Teacher/SAC									
List dates of meetings during which schoolwide planning occurred.											
6/27/06		7/31/06			8/15/06						
6/28/06		8/14/06			8/22/06						
<p><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></p>											

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
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 5,6

COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Schoolwide Reform Strategies</i>	
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 9,11,12, 14-16,18,20,22, 24,26
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"> ----Extended school year --x--Before- and/or after-school programs --x--Summer programs --x--Enriched/accelerated curriculum --x--Specialized literacy programs ----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 --x--Resource teachers in specialized roles --x--Student discipline/responsibility initiatives --x--Tutoring ----Other 	<ul style="list-style-type: none"> N/A 5,7,9,14,15 6,7,9 26 4,9 N/A N/A 5,9,14,15 5,7-11,14,26 5,9 N/A 4,5,7,14,16 24 5,7,9 N/A
The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards.	Page 9,14,18,20
There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations.	Page 5,10,14,15
COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Staff</i>	
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 Attestation

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 Attachment- Parent's Right to Know
There are strategies to attract high-quality highly qualified teachers to high needs schools.	Page 4,5
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 Attestation
COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Professional Development</i>	
<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 --x-- Professional study groups --x-- 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 --x-- Mathematics instruction based on scientifically based research --x-- Strategies for developing curricula and teaching methods that integrate academic instruction ---- Instructional practices geared to challenging state standards --x-- Other (e.g., assessment, technology, team building, etc.) 	<p>Pages</p> <p>4,5,6,7 10,11,12</p> <p>attachment Title I District Plan</p> <p>—</p> <p>10 14-16</p> <p>4,5,6,7</p> <hr/> <p>26</p>
COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Parent Involvement</i>	
The school has jointly developed with, and distributed to, parents a written parental involvement policy.	Page SIP 22 PIP
There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children.	Page SIP 6,29,30 PIP

The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement.	Page SIP 6 PIP 3
The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project.	Page PIP 3
<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 --x-- Family literacy opportunities 	<p>Page</p> <p>SIP6/PIP5 SIP6/PIP5 SIP5,22/PIP6</p> <p>SIP22/PIP5</p> <p>SIP6,8,10,22, 26/PIP timeline</p> <p>SIP22/PIP timeline SIP 10,11</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
The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents.	Page PIP 9
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 5,9-12,14- 16,18,20
Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards.	Page 29

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.

5,9

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


4,7

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

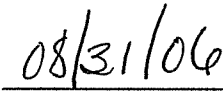
SIP6/PIP5

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



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. UU 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. X 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>Unfilled Position</u>	<u>Joseph Northrop</u>	<u>4th Grade</u>
_____	_____	_____
_____	_____	_____

School: S. Bryan Jennings Elementary

Date: 2-7-06

Principal’s Signature C. Lee Oliver

Use an additional sheet if necessary.

“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. 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: S. Bryan Jennings Elementary

Date: 2-7-06

Principal's Signature *C Lee Oliver*

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.

2006-2007 School Year STUDENT/PARENT HANDBOOK

S. Bryan Jennings Elementary School

215 Corona Drive
Orange Park, FL 32073
Phone: (904) 213-3021
FAX: (904) 213-3014

Lee Oliver, Principal
Carol R. Doughty, Asst. Principal

PARENT'S RIGHT TO KNOW

As a parent of a student at SBJ, you have the right to know the professional qualifications for the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about your child's classroom teachers:

1. Whether the Florida Department of Education has licensed or qualified the teacher for the grades and subject he or she teaches.
2. Whether the Florida Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
3. The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
4. Whether any teachers' aides or similar paraprofessional provide services to your child and, if they do, their qualifications.

If you would like to receive any this information, please call your principal at 213-3021.

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: S. Bryan Jennings Elementary

Date: 2-7-06

Principal's Signature *C Lee Oliver*

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.

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)
Canavan, Ruby	8-14-00			X
Cercy, Sandra	12-04-87			X
Goldsbury, Dianne	8-05-04			X
King, Bonnie	11-13-03	X		
Taylor, Evon	11-18-96			X

School: S. Bryan Jennings Elementary

Date: 2-7-06

Principal's Signature *C Lee Oliver*

Use an additional sheet if necessary.

SCHOOL DISTRICT OF CLAY COUNTY
Administrator, Instructional and Support Personnel FOLLOW-UP, POST-Assessment and Component
EVALUATION Form (Content Area Only)

_____ (activity title)

Date(s) of Attendance: _____ **Facilitator:** _____

DISCLAIMER: In order to receive inservice points, this form must be received by the due date provided by the facilitator. Complete one follow-up form for each professional development activity attended and forward to facilitator.

Required of all participants.		
Name: _____	SS#: _____	School: _____
(Please Print)		
Subject(s) you are teaching: _____	Grade Level(s): _____	
Complete one follow-up form for each professional development activity attended and forward to facilitator.		

Relevant strategy(ies) to increase student performance in _____ (list content areas)

Estimated time frame:
When will I implement the strategy?
How long will the lesson implementation take?

Documentation in addition to statewide/district test scores (see back page for options):
Please provide the data to show evidence of implementation and student performance. What type of documentation will be provided?

Evaluation of implementation, in addition to statewide/district test scores (see back page for examples):
Was the strategy effective as implemented?
What percent of your students were successful with the skills/content implemented?

Reflection of implementation:
What worked/what didn't/what needs to be changed?

Component Evaluation

- | | |
|--|----------------|
| 1. I will be able to apply this new knowledge/skill in my classroom/work setting within the ensuing school year. | yes ___ no ___ |
| 2. The planned follow-up support will provide increased knowledge/skill in my immediate class/work setting. | yes ___ no ___ |
| 3. My students' content area learning should increase as a result of my new knowledge and/or skill. | yes ___ no ___ |

Comments:

Submit the Umbrella PRE- Assessment form (administrators or support personnel) or a copy of the Individual Professional Training Plan (instructional personnel) and this form to LIC upon completion of your inservice activity.
(Complete ONE follow-up form for each professional development activity attended and forward to facilitator.)

Participant's Signature	/	Date	/	Date
			Facilitator's signature indicating receipt of hard evidence and review.	