

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: W. E. Cherry Elementary #0241										
Implementation Year: 2006-2007										
Enrollment Information: School Total:	Pre-K 30	K 89	1 84	2 85	3 74	4 74	5 79	6 86	7	8
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>							
Angela Whiddon	Principal	Kristi Kendall	Parent							
Lindsay Henderson	Teacher	Mary Prindle	Parent							
Michelle Jackson	Teacher	Charo Simpson	Parent							
Shery O'Brien	Teacher	Michelle Soloman	Parent							
Willie Mae Black	School Support Personnel	Shannon VanDorn	Parent							
Diane Botella	Parent	Sara Washington	School Support Personnel							
Joseph Guthrie	Parent	Tracey Finley	Assistant Principal							
Courtney Heavener	SAC CoChair	Kaye Regan	<u>SAC CoChair</u>							
List dates of meetings during which schoolwide planning occurred.										
9/27/05	11/15/05	3/21/06	5/9/06							
10/25/05	1/24/06	4/25/06	5/16/06							
<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 10, 26, 31, 37, 42

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, 9
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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 22, 27
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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
----Extended school year	8
----Before- and/or after-school programs	8, 9
----Summer programs	8, 9
----Enriched/accelerated curriculum	8, 9
----Specialized literacy programs	14, 17, 18
----Counseling/pupil services/mentoring programs	43
----College and career awareness programs	13, 14, 23
----Innovative teaching methods, such as team-teaching	27, 10
----Technology	13, 29
----Reduced class size	19
----Integration of vocational and technical education	20, 29
----Resource teachers in specialized roles	42
----Student discipline/responsibility initiatives	8, 9
----Tutoring	---
----Other	---

The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards.	Page 10, 26, 31
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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 22, 27
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COMPONENTS OF A SCHOOLWIDE PROGRAM
Staff

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 Addendum A
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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 Addendum B
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There are strategies to attract high-quality highly qualified teachers to high need schools.	Page 5
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<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 Addendum C</p>
<p>COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Professional Development</i></p>	
<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"> ---- Mentoring, coaching, and/or modeling for teachers ---- Professional study groups ---- 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"> ---- Reading instruction based on scientifically based research ---- Mathematics instruction based on scientifically based research ---- Strategies for developing curricula and teaching methods that integrate academic instruction ---- Instructional practices geared to challenging state standards ---- Other (e.g., assessment, technology, team building, etc.) 	<p>Pages</p> <p>10 20 10, 20, 21 C, 5 5 21 27, 28 20, 22 10, 26, 31 23</p>
<p>COMPONENTS OF A SCHOOLWIDE PROGRAM <i>Parent Involvement</i></p>	
<p>The school has jointly developed with, and distributed to, parents a written parental involvement policy.</p>	<p>Page 39 Addendum D</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 37</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 7, 40 Addendum E</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 7, 38</p>

The school has provisions for:	Page
---- Parent/teacher conferences	7, 38
---- Frequent progress reports to parents	38
---- Opportunities for parents to volunteer and participate in the classroom	37
---- Assistance to parents in understanding the State's assessments and how to monitor their child's progress	38
---- Materials and training for parents to help them work with their children to improve achievement	23, 39
---- Education for teachers and other staff in how to work with parents as equal partners	37, 39
---- Family literacy opportunities	11, 23

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 7
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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 28, 35
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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 Addendum D, page 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 10, 31, 35
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Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards.	Page 10, 31, 35
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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.	10, 31, 35
B. Training for teachers in how to identify such difficulties and how to provide appropriate assistance to individual students.	25, 30
C. Parent-teacher conferences for students who do not meet student performance standards that include: <ol style="list-style-type: none">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.	7, 38

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. 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>
<i>Kelly Dunn</i>	<i>ESE</i>	<i>Artistic</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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>
<i>Madeline Budinas</i> →	_____	<i>ESE</i>
<i>TBD</i>	<i>Amanda Beach</i>	<i>Gifted</i>
_____	_____	_____

School: *WE Chery*

Date: *8/29/06*

Principal's Signature: *[Signature]*

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.

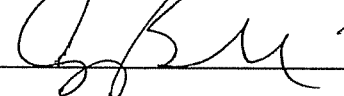
2. All Teachers hired after August 7, 2002 were **highly qualified on the date of hire** (certified in the area of their present teaching assignment).

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: WECherry

Date: 8/29/06

Principal's Signature 

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.