

No Child Left Behind Act of 2001
Title I – *Helping Disadvantaged Children Meet High Standards*
2008-2009

Guidelines for Aligning a Title I SCHOOLWIDE Plan with the School Improvement Plan

SCHOOL INFORMATION													
Name and Number of School: W. W. Irby Elementary 0571													
Implementation Year: 2008-2009													
Enrollment Information: School Total:	1	1	1	3	4	5	6	7	8	9	10	11	12
K	1	2											
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>								
Lina Bedoya	Principal			Ginger Beck	CRT								
Carol Woods	SAC Teacher			Karen McKinley-Owen	Pre-K Teacher								
Amber Hipp	SAC Teacher			Beverly Brockmeier	Kindergarten Teacher								
Sheryl Silcox	SAC Parent			Lisi Osborne	1 st Grade Teacher								
Judith Burnett	SAC Parent			Sandra Priscott	2 nd Grade Teacher								
Margaret Decoursey	SAC Parent			Suzanne Taylor	Title 1/Reading Coach								
Dana Shiskin	SAC Career Service			Denise VanValey	Title 1/ Gifted Teacher								
Rhonda Dickhaut	SAC Community												
Vada Horner	SAC Community												
Larry Blalock	SAC Community												
Lea Carter													
List dates of meetings during which schoolwide planning occurred.													
<div style="display: flex; border-left: 1px solid black; border-right: 1px solid black; height: 100px;"> <div style="flex: 1; padding: 5px;"> August 27, 2008 Sept. 3, 2008 Oct. 1, 2008 Jan. 13, 2009 March 4, 2009 </div> <div style="flex: 1; border-left: 1px solid black; border-right: 1px solid black;"></div> </div>													

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.

The School Improvement Plan includes a comprehensive needs assessment (reading, writing, math and science) 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 6,13,15, 19
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. (Examples: ESE, ESOL, etc.)	Page 7,9, 10, 12, 18, 19

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 10, 14, 18, 19, 21
<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"> x---Extended school year x---Before- and/or after-school programs ---Summer programs x---Enriched/accelerated curriculum x---Specialized literacy programs x---Counseling/pupil services/mentoring programs ---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 x---Other 	<p>Pages</p> <p>5</p> <p>5</p> <p>*</p> <p>8,9</p> <p>9,10,11,12,13</p> <p>3, 4</p> <p>*</p> <p>8, 9,10, 13, 14</p> <p>5, 8, 9, 20</p> <p>1, 2</p> <p>3, 5</p> <p>5,8</p> <p>5, 19,20</p> <p>7</p> <p>*</p>
The instructional strategies listed above are consistent with and designed to implement Florida’s Sunshine State standards.	Page 1,7,8
There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations. (Example: girls, migrant, etc.)	Page 1,2,5,6,7

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 12,14 Attachment 1,2
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.) (Parental Involvement)	Page Attachment 1
There are strategies to attract high-quality highly qualified teachers to high needs schools.	Page Attachment 1
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. (strategies)	Page Attachment 1
COMPONENTS OF A SCHOOLWIDE PROGRAM	
<i>Professional Development</i>	
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. Check all that are included in your plan:	Pages
x---- Mentoring, coaching, and/or modeling for teachers	3,10,11,13,15
x---- Professional study groups	3,10,11
x---- Monitoring following professional development to ensure that effective strategies are being implemented in the classroom	10
---- Assistance for paraprofessionals to meet Title I requirements	*
x---- Assistance for teachers to become “highly qualified”	*
Workshops on:	3,12,14
x---- Reading instruction based on scientifically based research	6,7,8,9,10, 11
x---- Mathematics instruction based on scientifically based research	13,14
x---- Strategies for developing curricula and teaching methods that integrate academic instruction	8,13, 16,17
x---- Instructional practices geared to challenging state standards	11,12,13,14
---- Other (e.g., assessment, technology, team building, etc.)	*
COMPONENTS OF A SCHOOLWIDE PROGRAM	
<i>Parent Involvement: The following items are <u>Parent Involvement Strategies</u></i>	
The school has jointly developed with, and distributed to, parents a written parental involvement policy.	Page Attachment 3

There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children.	Page Attachment 3
The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement.	Page Attachment 4
The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project.	Page Attachment 3
The school has provisions for: <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 	Page Attachment 2 Attachment 2 Attachment 2 3,4,5, 9,18 Attachment 2 Attachment 2 Attachment 2

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. (strategies)	Page 5
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. (Evaluation)	Page 6,9,10
The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents. (Parental Involvement Strategies)	Page 3,4,5,18,19, 20, 21, 22
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. (Evaluation)	Page 6,7,9,13,14
Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards. (Evaluation)	Page 6,7,9,13,14

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. **(Evaluation)**

B. Training for teachers in how to identify such difficulties and how to provide appropriate assistance to individual students. **(Professional Development)**

C. Parent-teacher conferences for students who do not meet student performance standards that include: **(Parental Involvement)**

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

6,7,8,9,10,14,
18, 19

10,14,18,19

Attachment 3

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

Signature of Principal

Date Signed

SCHOOLWIDE PLAN ADDENDUM

For Schools In Improvement

The school has revised its school improvement plan, in consultation with parents, school staff, the district, and outside experts, not later than 3 months after being identified for improvement. The revised school improvement plan (which should cover a two-year period)–	Pages
1) Specifies the responsibilities of the school, the district and the state, including the technical assistance to be provided by the district;	_____
2) Incorporates strategies , grounded in scientifically based research, that will strengthen instruction in the core academic subjects at the school and address the specific academic issues that caused the school to be identified for improvement;	_____
3) May include a strategy for implementing a comprehensive school reform model; (CSR Grant)	_____
4) Adopts policies and practices most likely to ensure that all groups of students enrolled in the school will meet the State’s proficient level of achievement not later than the 2013-14 school year; (strategies)	_____
5) Establishes measurable goals that– a. Address the specific reasons for the school’s failure to make adequate progress, and b. Promote for each group of students enrolled in the school, continuous and substantial progress that will ensure that all groups meet the State’s annual measurable objectives;	_____ _____
6) Provides an assurance that the school will spend not less than 10% of the Title I allocation for the purpose of providing high-quality professional development to the school’s teachers, principal, and, as appropriate, other instructional staff that– (budget pages) a. Directly addresses the academic achievement problem that caused the school to be identified, and b. Is provided in a manner that affords increased opportunity for participating in the professional development, and c. Incorporates teacher mentoring activities or programs;	_____ _____ _____
7) Specifies how the Title I funds will be used to remove the school from school improvement status; (budget)	_____
8) Describes how the school will provide written notice about the identification to parents of each enrolled student; (communication with parents)	_____ _____
9) Includes strategies to promote effective parent involvement ; and,	_____
10) As appropriate, incorporates activities before school, after school, during the summer, and during any extension of the school year. (strategies)	_____

<p>The revised school improvement plan has been reviewed and approved by the district. (cover sheet)</p> <p>The school has implemented its revised plan immediately upon approval by the district. (date of approval on cover)</p>	<p>_____</p> <p>_____</p>
<p>The school or district has notified parents of all students enrolled in the school of the school's identification for improvement, including—</p> <ol style="list-style-type: none"> 1) What the school is doing to address the problem of low achievement, and 2) What the district or state is doing to help the school address the problem of low achievement. <p>The district has notified parents—</p> <ol style="list-style-type: none"> 1) Of all students enrolled in the school of their option to transfer their child to another public school in the district that has not been identified for improvement (first year of identification), and/or 2) Of low-income students enrolled in the school of their option to choose a supplemental educational services provider to provide services to their child outside the regular school day, paid for by the district (second year of identification). 	<p>Pages*</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>The school has received technical assistance from the district or other technical assistance provider, including—</p> <ol style="list-style-type: none"> 1) Assistance in analyzing data from the State assessment system; 2) Assistance in identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically based research, in addressing the specific instructional issues that caused the school to be identified; and, 3) Assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to activities most likely to increase student achievement and remove the school from school improvement status. 	<p>Pages*</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>*You may attach letters of notification, meeting agendas, and other forms as documentation rather than citing pages of the school improvement plan.</p>	

ATTACHMENT #1

The following will be a part of the Principal's First Day Letter that goes home with all students at the beginning of the 2008-2009 school year.

W.W. Irby Elementary has a Schoolwide Title 1 Program. Title 1 is the largest federal program in the United States which offers assistance to education. The School Board of Alachua County uses its fund to provide extra instructional support for students who attend schools that qualify for Title 1 funding.

At W.W. Irby Elementary, we have a tradition of attracting and maintaining highly qualified teachers who have knowledge of the developmental stages of our young children, and have the skills to develop techniques and strategies to present curriculum to reach high academic standards with all students. Paraprofessionals who work with our students are well-qualified, work directly under the supervision of a teacher, and tutor students only when they would not otherwise be receiving instruction in the classroom. Parents may request the professional qualification of their child's teachers and any paraprofessional providing services to their child. At any time a teacher is teaching out-of-field, the parents of the students in that classroom will be notified.

W.W. IRBY ELEMENTARY PARENTAL INVOLVEMENT PLAN FOR SCHOOL YEAR 2008-2009

- Parent/teacher conferences are highly encouraged, but appointments must be made with the teacher for a time when they are not with students.
- Report cards will come home every nine (9) weeks and a Progress Report will be sent home in the middle of each nine week period. Parents will be informed of any interim conference if needed.
- Additional work/activities/books will be sent home for parents to assist their child in achieving high academic standards in any area of deficiency.
- Parents will be notified by the report card, and a teacher requested conference if your child is showing a deficiency in reading, math, writing and/or science. A Progress Monitoring Plan (PMP) will be developed. The school, the parents and the community will work together to strengthen children with these deficiencies.
- Training will be available to parents by means of announced workshops. Workshops will be held at least twice a year.
- Family literacy opportunities will be communicated via notices sent home with students.
- A Fall workshop will be held to explain our school's participation in the Title 1 School-wide Project and to explain the assessment procedures used locally and by the State to monitor student progress. Annual school-wide test results are reported in the School Improvement Plan presented at SAC meetings and are always available to parents.
- Parents will be informed of the legislation governing promotion/retention.
- Parents are encouraged to volunteer at W.W. Irby. Parental involvement is very important in a child's success at school.
- Parents have opportunities to be involved in the planning, review, and improvement of school programs and the education of their children through School Advisory Council (SAC) meetings, the annual Public Hearing, PTA meetings and parent/teacher, parent/principal meetings.
- Parents will receive a "Parents' Rights" booklet.

SCHOOL + HOME = OUR FUTURE

ATTACHMENT 4

August, 2008

W.W. IRBY ELEMENTARY SCHOOL-PARENT COMPACT

The staff at W.W. Irby Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2008-2009.

At W.W. Irby Elementary School, we believe that all students can and will learn. We believe that parents, school staff, and the students must share the responsibility for improved student academic achievement and that the school and parents will build and develop a partnership that will help the child achieve the State's high standards.

School Responsibility

1. We will provide high quality curriculum and instruction. This is provided by using only researched based curriculum, regularly monitoring student progress and giving additional support to students who are not achieving success.
2. We will provide a supportive and effective learning environment.
3. We will monitor students; progress through regularly scheduled assessment.
4. We will provide time for parent-teacher conferences to discuss student's progress and to develop strategies for helping the child achieve academic success.
5. We will provide parents with frequent reports on their child's progress/report cards, DIBELS Parent Report, Progress Monitoring Plan (PMP), and personal contact.
6. We will provide opportunities for parents to consult with Irby staff regarding their child's performance. These times will be arranged by calling the school at 386-462-5002.
7. We will provide opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities. Parents will follow the procedures for registering to volunteer, and signing in at the front office. Arrangements to volunteer should be made by contacting the child's teacher.

8. We will involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely manner.
9. We will involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way.
10. We will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parent involvement meetings so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in the Title I Part A programs and will encourage them to attend.
11. We will provide to parents of participating children information in an understandable and uniform format.
12. We will provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum and the forms of academic assessment used to measure children's progress.
13. On the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children.
14. We will provide to each parent an individual student report about the performance of their child in math, language arts, and reading.
15. We will provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Parent Responsibility

As parent/guardian, I will support my child's learning in the following ways:

1. I will be sure my child is in school and on time every day.
2. I will be sure that homework is completed.
3. I will monitor the amount of television my child watches.
4. I will stay informed about my child's education by attending parent conferences, reading all notices sent from the school and respond as appropriate and communicate regularly with my child's teacher.
5. I will support the school in its efforts to maintain proper discipline.
6. I will read with my child and I will let my child see me read.
7. I will provide encouragement to my child.

Student Responsibility

(Parents, please do this section with your child.)

1. I will be in school and on time every day.
2. I will follow school rules.

3. I will always do my best.

Please tear off and return to your child's teacher by September 15, 2008.

Student's Name _____

I have read and agree to the provisions in the Parent Compact.

Teacher's Signature

Parent's Signature

Title I Model: Instructional/Engagement Paraprofessional

The intent of the model is hire and train highly qualified instructional paraprofessionals to assist teachers in improving student engagement and to redirect students to instruction and classroom activities as needed. Paraprofessionals must also perform responsibilities related to implementation of the curriculum in reading and math and must work under the direct supervision of classroom teachers. Staff development/training will be provided to assist paraprofessionals in meeting the intent of this initiative.

School W. W. Irby Elementary
Principal Lina Bedoya Burklew

Please answer the following questions related to your school's implementation of this model.

1. How will you determine the number of paraprofessionals you will hire to implement this model?

In an effort to maximize student impact and as allowed by the budget, we will have 3 Title I paraprofessionals one of whom will serve as a lab proctor under the direction of certified teachers.

2. How will teachers and paraprofessionals receive directions/knowledge/expectations in the implementation of this model?

Title 1 Lead Teacher

CRT

Principal

3. Please describe how you will evaluate the effectiveness of the model.

Reports from the computer lab on progress of individual students, running records of precision teaching, principal walk throughs, progress of students as measured by DIBELS, STAR, and McMillan McGraw Hill assessments in Reading, and Great Leaps. SRA Early Intervention Reading will also be used.

4. Are there additional plans in place (school wide discipline plan/behavior plan) to assist in the implementation of this model?

The I Care-school wide discipline plan will be implemented. Teachers will also receive support from the Leadership Team consisting of Principal, BRT, CRT, Counselor, and Reading Coach.

5. What is the total budget allocated to ensure the success of this model?

For the 2008-2009 school year, \$ 47,414.05 is being allocated to ensure the success of this model.

2008-09 Title I Model: Push-In/Pull-out Tutorial

THE INTENT OF THIS MODEL IS TO HIRE RESOURCE TEACHERS IN READING AND MATH TO IMPLEMENT PUSH-IN/PULLOUT MODELS FOR THE LOWEST PERFORMING STUDENTS. RESOURCE TEACHERS AND SCHOOLS SHOULD UTILIZE DIAGNOSTIC AND PERSCRIPTIVE DATA. DISTRICT STAFF WILL PROVIDE ASSISTANCE AND MONITORING TO ENSURE FIDELITY AND TO ASSIST IN ANALYZING DATA. PLEASE REFER TO ATTACHMENT FOR ADDITIONAL INFORMATION.

School Name: W. W. Irby Elementary
Principal Lina Bedoya Burklew

1. Which students will receive the intensive instructional tutorial and in what subject area(s)?
Subject areas in which AYP was not met in previous years – (Reading and Math)-
Corrective Action. Students scoring in bottom quartile on Stanford 10 in Reading (2nd Grade) and/or Math. First Grade students as indicated by Kindergarten Teachers. Title 1 Needs Assessment (spring) as well as previous year's DIBELS scores and Calendar Math scores.

2. Please describe how the tutorial will be scheduled within the school day.
Two part time Title I teachers will push in to the reading block each day. Paraprofessionals will work one on one and in small groups with students during the reading block under the direction of our certified teachers. Time permitting, Title 1 staff will work one on one with some of our lower quartile students. A Title I lab proctor will work under the direction of the teacher to differentiate instruction for students using technology.

3. What scientifically research based curriculum/programs will be used in the implementation of this model?
Great Source Calendar Math will be used in all classrooms school wide. Five Keys to Reading will be utilized as well as SRA's Early Interventions in Reading. These will be used with lower achieving students.

4 What assessments or diagnostic tools will be used to monitor student progress toward mastering grade-level benchmarks?
Calendar Math Fall/Winter/Spring assessments, DIBELS (3xs during school year), STAR Reading and /or STAR Literacy (3xs/year), SRA Early Intervention Reading

5. What will be the timeline (how often) for administering assessment throughout the school year?
Assessments will be administered 3 times (Fall, Winter, Spring)

6. Who will provide instructional leadership and monitoring for the model?
Principal, CRT, Title 1 Lead Teacher

7. Please provide the names of the teachers selected to provide instruction in the model.
Suzanne Taylor
Denise VanValey

