

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue, Dept. #201
Bismarck, ND 58505-0440

Title I

Schoolwide Planning

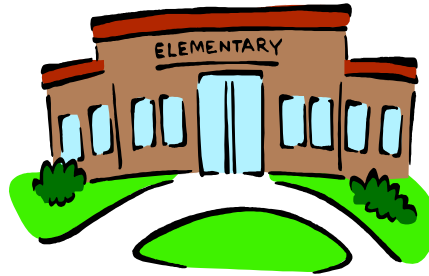
**2011
to
2012**

School Year

**North Dakota Department of Public Instruction
State Title I Office Schoolwide Training**

**Introduction
To
Schoolwide Planning**

What is a Schoolwide Program?



- A schoolwide program uses Title I funds to upgrade the **entire educational program** of the school in order to raise academic achievement **for all students**.
- A schoolwide program is built on **schoolwide reform** strategies rather than separate, add-on services.
- A schoolwide program is the responsibility of ALL teachers at the school.
- A schoolwide program is building-based to meet the needs of the school's students.
- A schoolwide program is a new model for utilizing Title I funds to meet the needs of all students, including the educationally disadvantaged.

Comparing Targeted Assistance to Schoolwide

	Targeted Assistance	Schoolwide
Eligibility	A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.	A school is eligible to become a Title I schoolwide program if it has a poverty level of at least 40 percent and it is receiving Title I funding.
Allowable Expenditures	A targeted assistance school uses Title I funds to support programs for <u>eligible children</u> , i.e., children who are failing, or at risk of failing, to meet the state's standards.	A schoolwide program uses Title I funds to upgrade the <u>entire educational program</u> of the school. Title I funds can be used to serve all children.
Student Selection	A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.	A schoolwide program is not required to identify particular children as eligible for Title I services.
Schoolwide Plan	No comparable provisions.	A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.
Responsibility	The administrators and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.	No comparable provisions because there are no distinctions between staff that may be paid with Title I funds and those who are not. All staff supports the schoolwide project. There is no one labeled a "Title I Teacher."
Student Services – Supplement, Not Supplant	A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	A schoolwide program may use Title I funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program; however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school). Overall, services must be extra to ALL students.
Annual Review	A targeted assistance school must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help Title I children meet the State's standards.	A schoolwide program must review the progress of its schoolwide plan on an ongoing basis. The plan must be reviewed and revised in order to help ALL children at the school meet the State's standards.
Program Coordination	The Title I program should coordinate Title I, Part A resources with other resources.	Schoolwide program must coordinate its resources with other programs and is also given the option to combine its federal funds.
Parental Involvement	Targeted assistance schools must comply with Title I requirements for parental involvement.	Schoolwide schools must comply with Title I requirements for parental involvement.

ND Department of Public Instruction
Introduction to Schoolwide Planning

"Paperwork" Comparison of Targeted Assistance to Schoolwide

Schools often wonder what “paperwork” coincides with being a targeted assistance or schoolwide program. The chart below provides a very broad interpretation of this statement as the “paperwork” required often is highly dependent on the type and quality of the program being implemented. For instance, if a school is operating as a schoolwide program in name, but many activities are targeted assistance in nature, some targeted assistance “paperwork” may continue to be required.

Administrative/Teacher Responsibilities	Targeted Assistance	Schoolwide
Consolidated Application	★	★
Fiscal Reports (Mid-Year & Final Financial Reports, Addendums, Request for Funds)	★	★
Parents’ Right to Know Clause (letter & chart)	★	★
Dispute Resolution	★	★
AYP Notification	★	★
School-District Profile	★	★
Monitoring Documentation	★	★
Schoolwide Plan - NDMILE	N/A	★
Revisions to Schoolwide Plan - NDMILE	N/A	★
Schoolwide Planning Year Submissions	N/A	★
10 Required Components	N/A	★
Time & Effort Documentation and Assurance	★	★
Inventory	★	★
Student Selection (criteria, charts, ranking)	★	N/A
Student Portfolios	★	N/A
Parent Permission	★	N/A
Student Progress Reports	★	N/A
Communication with Teachers	★	N/A
Annual Review	★	★
Parental Involvement Policies	★	★
School-Parent Compact	★	★
Annual Parent Meeting	★	★
Opportunities to Train Parents	★	★
6 Types of Parental Involvement	★	★
Annual Assessment of Parental Involvement	★	★
Scientifically-Based Research	★	★
Title I Personnel Report	★	★

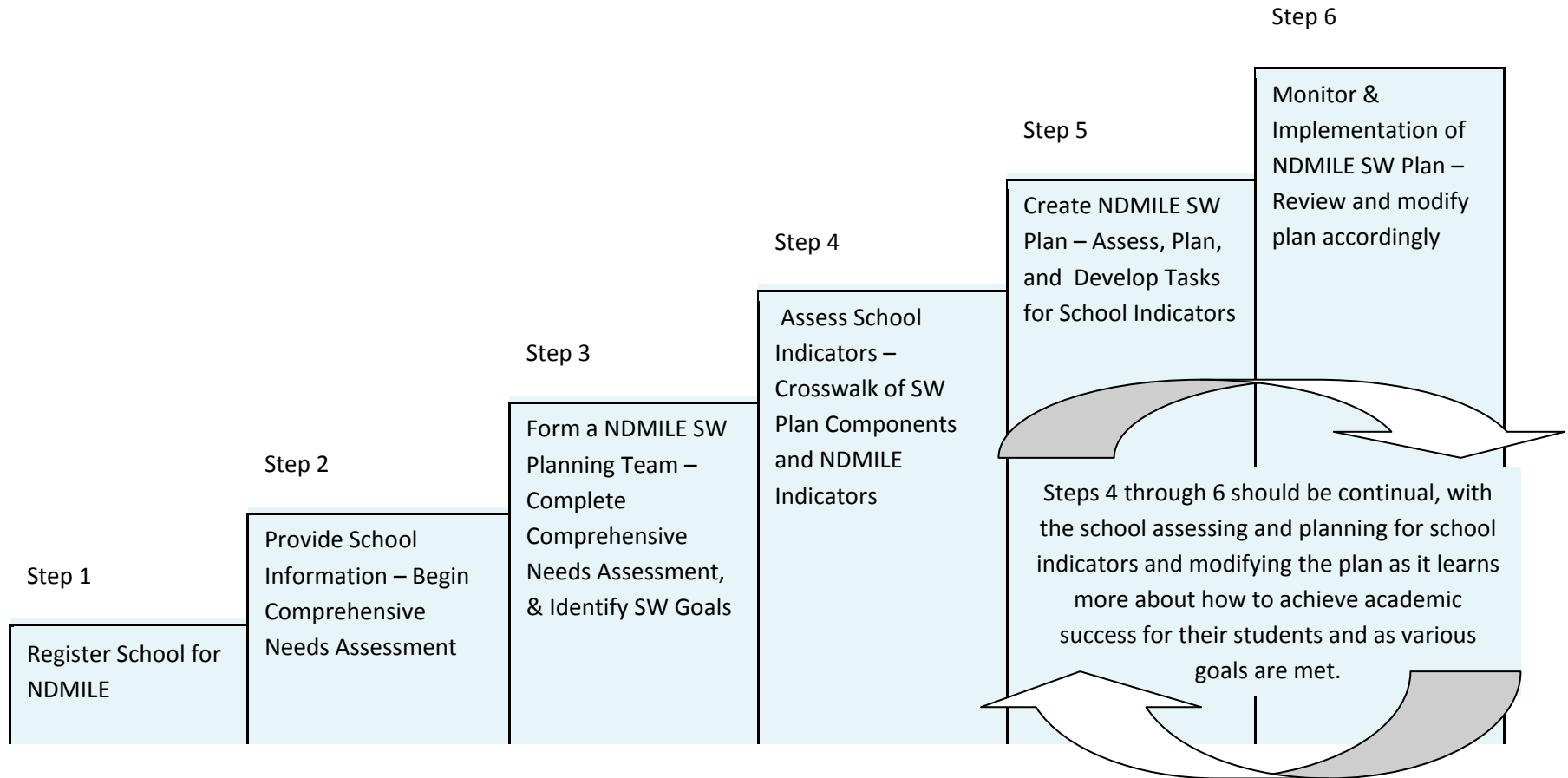


Ten Components Required of Schoolwide Planning

1. A **comprehensive needs assessment** of the entire school based on information that includes the performance of children in relation to the state academic content and achievement standards.
2. Schoolwide reform strategies that provide opportunities for **all children** to meet the advanced and proficient levels of student achievement; **use effective and instructional strategies** based on scientifically based research; address the needs of all children in the school; address who the school will determine if the needs have been met; and are consistent with the **state and local plans**.
3. Instruction by **highly qualified** professional staff.
4. High **quality and ongoing professional development** for teachers and aides (and, where appropriate, pupil services personnel, parents, principals, and other staff).
5. Strategies to attract **high-quality, highly qualified teachers** to high need schools.
6. Strategies to **increase parental involvement**, such as family literacy services.
7. Plans for assisting **preschool children** in the transition from early childhood programs to local elementary programs.
8. Measures to include teachers in making **decisions about assessments**.
9. Activities to identify and ensure **effective, timely assistance** to students who experience difficulties.
10. **Coordination and integration** of federal, state, and local services and programs.



The NDMILE Schoolwide Planning Process





NDMILE Indicators

Updated: 4/19/2010 10:43 AM

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

ID01	KEY	A team structure is officially incorporated into the school improvement plan and school governance policy.
ID02	KEY	All teams have written statements of purpose and by-laws for their operation.
ID03	KEY	All teams operate with work plans for the year and specific work products to produce.
ID04	KEY	All teams prepare agendas for their meetings.
ID05	KEY	All teams maintain official minutes of their meetings.
ID06	KEY	The principal maintains a file of the agendas, work products, and minutes of all teams.
ID07	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
ID08	KEY	The Leadership Team serves as a conduit of communication to the faculty and staff.
ID09	KEY	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
ID10	KEY	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
ID11	KEY	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
ID12		Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.
ID13	KEY	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE01	KEY	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
IE02		The principal develops the leadership capacity of others in the school.
IE03		The principal communicates the likelihood of success based on the plan and hard work.
IE04	KEY	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.
IE05	KEY	The principal participates actively with the school's teams.
IE06	KEY	The principal keeps a focus on instructional improvement and student learning outcomes.
IE07	KEY	The principal monitors curriculum and classroom instruction regularly.
IE08	KEY	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IE09	KEY	The principal challenges, supports and monitors the correction of unsound teaching practices.
IE10	KEY	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
IE11		The principal provides incentives for teacher and student accomplishment.
IE12		The principal personally engages parents and the community in the improvement process.
IE13	KEY	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

IF01	KEY	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
IF02	KEY	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
IF03	KEY	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04	KEY	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05	KEY	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06	KEY	Teachers are required to make individual professional development plans based on classroom observations.
IF07	KEY	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08	KEY	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IF09		Teacher evaluation examines the same indicators used in professional development.
IF10	KEY	The principal plans opportunities for teachers to share their strengths with other teachers.

School Leadership and Decision Making

Helping parents to help their children meet standards

IG01	KEY	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
IG02		The student report card shows the student's progress in meeting learning standards.
IG03		Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

IIA01	KEY	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02	KEY	Units of instruction include standards-based objectives and criteria for mastery.
IIA03	KEY	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

IIB01	KEY	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02	KEY	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIB03	KEY	Unit pre-test and post-test results are reviewed by the Instructional Team.
IIB04	KEY	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	KEY	Teachers re-teach based on post-test results.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

IIC01	KEY	Units of instruction include specific learning activities aligned to objectives.
IIC02	KEY	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
IIC03	KEY	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

IID01		The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked.
IID02	KEY	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	KEY	Teachers receive timely reports of results from standardized and objectives-based tests.
IID04	KEY	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.
IID05		Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.
IID06	KEY	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	KEY	The Leadership Team monitors school-level student learning data.
IID08	KEY	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	KEY	Instructional Teams use student learning data to plan instruction.
IID10	KEY	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
IID11	KEY	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Preparation

IIIA01	KEY	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02	KEY	All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA03		All teachers use objectives-based pre-tests.
IIIA04		All teachers use objectives-based post-tests.
IIIA05	KEY	All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06	KEY	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
IIIA07	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher Directed – Introduction

IIIA08	KEY	All teachers review the previous lesson.
IIIA09	KEY	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	KEY	All teachers stimulate interest in the topics.
IIIA11	KEY	All teachers use modeling, demonstration, and graphics.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher Directed – Presentation

IIIA12		All teachers proceed in small steps at a rapid pace.
IIIA13	KEY	All teachers explain directly and thoroughly.
IIIA14	KEY	All teachers maintain eye contact.
IIIA15	KEY	All teachers speak with expression and use a variety of vocal tones.
IIIA16	KEY	All teachers use prompting/cueing.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher Directed – Summary and Confirmation of Learning

IIIA17	KEY	All teachers re-teach when necessary.
IIIA18	KEY	All teachers review with drilling/class recitation.
IIIA19	KEY	All teachers review with questioning.
IIIA20	KEY	All teachers summarize key concepts.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher-Student Interaction

IIIA21	KEY	All teachers re-teach following questioning.
IIIA22	KEY	All teachers use open-ended questioning and encourage elaboration.
IIIA23		All teachers re-direct student questions.
IIIA24		All teachers encourage peer interaction.
IIIA25	KEY	All teachers encourage students to paraphrase, summarize, and relate.
IIIA26	KEY	All teachers encourage students to check their own comprehension.
IIIA27	KEY	All teachers verbally praise students.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Student Directed

IIIA28	KEY	All teachers travel to all areas in which students are working.
IIIA29		All teachers meet with students to facilitate mastery of objectives.
IIIA30		All teachers encourage students to help each other with their work.
IIIA31	KEY	All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32	KEY	All teachers interact managerially with students (reinforcing rules, procedures).
IIIA33	KEY	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
IIIA34		All teachers verbally praise students.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Computer-Based Instruction

IIIA35	KEY	Students are engaged and on task.
IIIA36		Students are comfortable with the program and its navigation.
IIIA37	KEY	All teachers travel about the room to assist students.
IIIA38	KEY	All teachers have documentation of the computer program's alignment with standards-based objectives.
IIIA39		All teachers maintain a record of student mastery of standards-based objectives.
IIIA40	KEY	All teachers assess student mastery in ways other than those provided by the computer program.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

IIIB01	KEY	All teachers maintain a file of communication with parents.
IIIB02	KEY	All teachers regularly assign homework (4 or more days a week).
IIIB03	KEY	All teachers check, mark, and return homework.
IIIB04		All teachers include comments on checked homework.
IIIB05		All teachers count homework toward the student's report card grade.
IIIB06	KEY	All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Classroom Instruction

Expecting and monitoring sound classroom management

IIIC01	KEY	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
IIIC02		Transitions between instructional modes are brief and orderly.
IIIC03		Students maintain eye contact and are attentive.
IIIC04	KEY	Students raise hands or otherwise signal before speaking.
IIIC05	KEY	All teachers use a variety of instructional modes.
IIIC06	KEY	All teachers maintain well-organized student learning materials in the classroom.
IIIC07		All teachers display completed student work in the classroom.
IIIC08	KEY	All teachers display classroom rules and procedures in the classroom.
IIIC09	KEY	All teachers correct students who do not follow classroom rules and procedures.
IIIC10	KEY	All teachers reinforce classroom rules and procedures by positively teaching them.
IIIC11		All teachers conduct an occasional "behavior check."
IIIC12	KEY	All teachers engage all students (e.g., encourage silent students to participate).

School Community

Policies and Practices

IWA01		The school's mission statement is distinct, clear, and focused on student learning.
IWA02		The school's mission statement, Compact, and homework policy are included in the school improvement plan.
IWA03	KEY	The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.
IWA04		The school's Compact includes responsibilities/expectations of parents drawn from the "curriculum of the home."
IWA05		The faculty, students, and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers.
IWA06		The school's homework policy requires homework at all grade levels.
IWA07		The school's homework policy provides guidelines for the amount of daily study time at home by grade level.
IWA08		The school's homework policy stresses the importance of checking, marking, and promptly returning homework.
IWA09		The school's homework policy makes homework a part of the student's report card grade.
IWA10		The school's Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.
IWA11	KEY	Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers.
IWA12		The school's parent involvement policy, Compact, and classroom visit policy encourage parents to visit classrooms.
IWA13		The student report card provides parents an opportunity to report on the student's home-based studying and reading habits.
IWA14		Parent policies, activities, and programs cultivate the "curriculum of the home."
IWA15		School celebrates its accomplishments.
IWA16		School recognizes the individual accomplishments of teachers.
IWA17		The school recognizes the accomplishments of teams (e. g. teacher teams, school councils).

School Community

Shared Leadership

IVB01		A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the "curriculum of the home."
IVB02		A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.
IVB03		The School Community Council meets regularly (twice a month for an hour each meeting) and keeps an agenda and minutes of the meetings.

School Community Education		
IVC01	KEY	Professional development programs for teachers include assistance in working effectively with parents.
IVC02		The school sponsors all-school events (e.g. family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g. learning standards, Compact, homework policy, "curriculum of the home").
IVC03		Parent education programs include some multi-session group experiences with specific agendas.
IVC04		Parent education programs are led by trained parent leaders.
IVC05		All-school events (e.g. family reading night) include parent-child interactive activities.
IVC06		The school offers parent education programs focused on building skills relative to the "curriculum of the home."
IVC07		Parents receive practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home.
IVC08		Parents receive practical guidance to encourage their children's regular reading habits at home.
IVC09		Parents receive practical guidance to model and encourage respectful and responsible behaviors.
IVC10		The school provides a family resource library that includes materials with information about parenting and parents' roles in children's education.
School Community Communication		
IVD01	KEY	The school's Compact is annually distributed to teachers, school personnel, parents, and students.
IVD02	KEY	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.
IVD03	KEY	The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."
IVD04		The school has a friendly document that outlines the ground rules for parent visits to classrooms.
IVD05		Teachers are familiar with the "curriculum of the home" and discuss it with parents.
IVD06		Parents are familiar with the "curriculum of the home" and discuss it with teachers.
IVD07		Parents receive practical guidance (e.g. website, newsletter, parent bulletin board, email, phone calls, notes) to maintain regular and supportive verbal interaction with their children.
IVD08		Parents receive practical guidance (e.g. website, newsletter, parent bulletin board, email, phone calls, notes) to maintain daily conversations with their children about their school experiences and progress.
School Community Connection		
IVE01		The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."
IVE02		The school provides "intragenerational associations" in which students of different ages are brought together to learn.
IVE03		The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom.
IVE04		Parent-teacher conferences are held at least twice a year and include students at least once a year.
IVE05		The school's Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.
IVE06		Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits (e.g. parent-teacher conference).
IVE07		Office and support staff are trained to make the school a "welcoming place" for parents.
IVE08		The school maintains a program of home visits by teachers, staff, and/or trained community members.
IVE09		The school maintains a program of home gatherings, with groups of parents meeting in a home with a teacher.
IVE10		Parents are given opportunities to meet with each other to share their child-rearing concerns and successes.



Department of Public Instruction

600 E Boulevard Ave, Dept 201, Bismarck, ND 58505-0440

(701) 328-2260 Fax - (701) 328-2461

<http://www.dpi.state.nd.us>

~~Dr. Wayne C. Sanstead~~
State Superintendent

NDMILE PROGRESSIVE TIMELINE

NDMILE STEP	NDMILE EDUCATION IMPROVEMENT	TITLE I SCHOOLWIDE	TITLE I PROGRAM IMPROVEMENT
1) Register School	Year 1	Year 1	
2) Provide School Information and Assessment Scores	Year 1	Year 1	
3) Form School Team	Year 1	Year 1	
4) Assess ALL 99School KEY Indicators	Year 1	Year 1	
5) Create School Plan	Year 2 Plan for 10 KEY indicators	Year 1 Plan for 15 KEY indicators aligned to Title I Schoolwide requirements	Year 2 Plan for 20 KEY indicators aligned to Title I Program Improvement requirements
6) Monitor School Plan	Year 3 and ongoing	Year 2 and ongoing	Year 2 and ongoing
S.M.A.R.T. Goals	Update Annually	Update Annually	Update Annually

Planned indicators = Assessing an Indicator + Completing the Indicator Plan + Creating Tasks

Plan Requirements: Schools must keep a set number of indicators active in order to fulfill plan requirements. Fully-implemented indicators do not constitute as planned indicators. Below are indicator expectations:

NDMILE Education Improvement 10 KEY indicators assessed, planned, and tasks

NDMILE Title I Schoolwide Planning 15 KEY indicators assessed, planned, and tasks and supplemental report

NDMILE Title I Program Improvement 20 KEY indicators assessed, planned, and tasks and supplemental report

NDMILE REPORT SUBMISSION DATES:

- October 31
- January 31
- May 31

Schoolwide Planning Training



Evaluation

Thank you for attending the
Title I Schoolwide Training on August 9, 2011.

Select Your Role		Grade Level You Are Representing	
<input type="checkbox"/> Reading Specialist	<input type="checkbox"/> Principal	<input type="checkbox"/> Elementary	<input type="checkbox"/> High School
<input type="checkbox"/> Title I	<input type="checkbox"/> Teacher	<input type="checkbox"/> Middle School/ Junior High	<input type="checkbox"/> Other _____
<input type="checkbox"/> Special Education	<input type="checkbox"/> Coordinator		
<input type="checkbox"/> General Education	<input type="checkbox"/> Other _____		

		Unsatisfactory	Needs Improvement	Average	Above Average	Excellent
Content	Informative	1	2	3	4	5
	Relevant	1	2	3	4	5
	Practical	1	2	3	4	5
Presentation	Clear	1	2	3	4	5
	Objectives	1	2	3	4	5
	Organized	1	2	3	4	5
Presenter	Practical	1	2	3	4	5
	Knowledgeable	1	2	3	4	5
	Focused	1	2	3	4	5
	Responsive to Audience	1	2	3	4	5

What made this training an effective learning experience for you?

What would have made this training more effective?

**North Dakota Department of Public Instruction
State Title I Office Schoolwide Training**

Requirements

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440



North Dakota Moving to Improve Learning for Everyone

Title I Schoolwide Planning Toolkit

July 2011

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Overview of Schoolwide Programs

Purpose of Title I Schoolwide Programming Through Whole School Reform

Schoolwide programming is a process of school improvement based upon a comprehensive reform strategy and is designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. This schoolwide reform strategy requires that a school –

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan that includes the ten required components of schoolwide programming; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Title I targeted assistance programs provide educational services to identified individual students who have been targeted based on academic needs. Schoolwide Title I schools no longer identify particular students as eligible for Title I services; rather, the entire school is the focus of improvement and schools redesign their entire educational program to serve all students. The emphasis in a schoolwide program is serving all students through integration of services, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. All teachers at the school develop, implement, and review the schoolwide program. The particular needs of the students and staff of the school itself drive reform efforts. Implementing a schoolwide program has the potential to maximize the impact of Title I.

Eligibility

Schoolwide programming is only available to schools that have 40% or more of their students from families who are economically disadvantaged. Typically this is calculated through the school's free/reduced lunch count. Once a school is given schoolwide program status, the school can remain schoolwide even if its poverty drops below the initial 40% threshold. Schools interested in participating as a schoolwide program must document their poverty percentage and submit it to the state Title I office (**Appendix C**).

In addition to meeting the 40% requirement outlined above, schools must actively participate in the schoolwide planning year before schoolwide status is granted.

Flexibility

Due to their unique nature and high poverty percentages, schoolwide programs are allowed much greater flexibility than Title I targeted assistance programs. Schoolwide programs have the ability to exercise flexibility in:

- Co-mingling federal funds (www.dpi.state.nd.us/title1/schlwide/combine.shtml)
- Using schoolwide funds to meet the needs of the school
- Providing services to students
- Delivery of services
- Providing comprehensive professional development aligned to the school's needs

Although schoolwide programs are provided with greater flexibility, this comes with an expectation of greater results. Schoolwide law requires schools to ensure they are addressing the needs of all low-achieving and at-risk students.

Co-mingling Federal Funds

Schoolwide programs are allowed to co-mingle federal funds into one schoolwide budget to support their school reform efforts. The various funding sources lose their identity at the school building level as long as the “intent and purpose” of the program is met. Schoolwide programs determine what is the best way to use their Title I allocation (and other federal funds if they choose to co-mingle) to meet the particular academic needs of the students at their school.

Technical Assistance

Schools are required to receive high-quality technical assistance and support during the planning and operation of a schoolwide program. This can be information the state provides, as well as assistance from comprehensive technical assistance centers, regional education and research laboratories, universities, other successful schools or educators, educators within the school, and/or local consortia of various institutions, such as community service organizations, educational agencies, and private industry.

Schoolwide Plan

In years past, schoolwide programs would develop and submit a paper application and plan. The state recognizes that the planning stage is labor intensive and time consuming in terms of compliance to the law. In order to promote consistency in plans and school improvement efforts, North Dakota has integrated the Title I schoolwide program planning into the web-based North Dakota Moving to Improve Learning for Everyone (NDMILE) tool (**Appendix B**).

Please note that this is a schoolwide plan, not a district-wide plan. If multiple schools within a district are planning to become schoolwide schools, the NDMILE must be utilized to reflect individual school needs. It may be possible to request permission from the state Title I office to utilize the NDMILE for joint schoolwide planning purposes; however, a written request must be submitted to the state Title I office and prior approval granted before joint planning is allowed (**Appendix E**).

Updating and Revising of Your Schoolwide Plan

The NDMILE is a web-based system designed for schools to inform, coach, sustain, track, and report improvement activities. It has indicators of evidence-based practices at the school and classroom levels to improve student learning. The NDMILE guides schoolwide improvement teams through a constant cycle of assessment, planning, implementation, and a progress tracking through research-based indicators. Schools will submit the NDMILE annually (at a minimum) to reflect any changes in program goals, activities, and arising needs.

To be in compliance with Title I federal law, schools must document any changes to their schoolwide plan annually. There are two options to meet the requirements of the Annual Review if participating in NDMILE and operating as a schoolwide program:

1. Submit the Revisions to Schoolwide Plan SFN 52806 as usual; or
2. Plan a meeting in the NDMILE for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the Annual Review.

Further information is available in the *Schoolwide Planning and Implementation Process* section of this toolkit.

Accountability/Monitoring

The school will be held accountable to put into practice the activities and initiatives outlined in the NDMILE. Schools will be monitored against the implementation of your plan and the required components of schoolwide programs.

The extent to which an approved schoolwide program continuously monitors and evaluates itself through the NDMILE becomes part of the ongoing documentation process for future monitoring visits. Schools will be asked to demonstrate and document the ongoing evaluations that occur. The state will monitor to see how the school is using data to evaluate the effectiveness of its program and work towards continuous improvement and refinement to meet the needs of all students (**Appendix J**).

Schoolwide Planning and Implementation Process

This process must be followed in order for a school to gain approval to operate as a Title I schoolwide program. All of the following areas must be completed in entirety before a school may become eligible to operate as a schoolwide program. Until a schoolwide program plan is approved by the state Title I office, the school must continue to operate as a Title I targeted assistance program.

1. Submit *Statement of Intent and Documentation of Poverty Percentage*

The school or district must notify the state Title I office schoolwide coordinator, in writing, of the school's intent to pursue schoolwide status (**Appendix C**).

The state Title I office will verify the school's intent and eligibility.

This submission merely documents the school's interest in pursuing Title I schoolwide status. A school can opt-out and continue its operation as a Title I targeted assistance program.

2. Participate in Schoolwide Information Session with State Title I Office

After the state Title I office receives the school's *Statement of Intent and Documentation of Poverty Percentage*, the school will be contacted to participate in a schoolwide information session to introduce all staff and school administrators to the schoolwide planning process and what it means to operate as a schoolwide program. All staff at the school, including all classroom teachers and administrators, must participate in this WebEx session. Documentation of participation in this session must be kept on file and available upon request from the state Title I office. Documentation includes:

- sign-in sheets to document attendance
- evaluation forms of school participants

It is recommended this WebEx session occur prior to attending the *NDMILE & Schoolwide Planning Training* which is in the fall of the school year. However, it is possible for this session to be held during any of the beginning months of schoolwide planning.

3. Submit Documentation of Commitment to Schoolwide Planning

After understanding the increased responsibility of operating a schoolwide program, the entire staff must officially vote to determine if they agree to commit to the entire schoolwide reform and programming. At least 80% of the school's staff must sign off on the *Commitment to Schoolwide Planning Form (SFN 53614)*, which must then be submitted to the state Title I office (**Appendix D**).

4. Attend Introduction to NDMILE & Schoolwide Planning Training

The state Title I office hosts a *NDMILE & Schoolwide Planning Training* in Bismarck. At this meeting, schools receive information about schoolwide programming, how to begin the planning process, using the NDMILE tool by assessing and planning for research-based indicators, and guidance on schoolwide requirements. Each school must send a team of educators, which the building principal must be in attendance at this meeting.

5. Conduct a Comprehensive Needs Assessment and Work in NDMILE

The basis of schoolwide programming begins with a sound, comprehensive needs assessment. This needs assessment should be based on data from which the planning team develops its vision of the future. Every facet of the school should be examined in this needs assessment. As a schoolwide program, the school must pay specific attention to the students who are educationally disadvantaged and identify areas for improvement that will benefit all students. The comprehensive needs assessment must be supported by information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students. Resources to assist schools in conducting a comprehensive needs assessment are provided at the *NDMILE Schoolwide Planning Training*.

If a current comprehensive needs assessment exists for the school, great! This information can be integrated into the NDMILE tool. If the school does not have a complete comprehensive needs assessment or if it is outdated, the school must conduct a thorough needs assessment to determine which areas are of greatest need.

It is recommended the school have a sound comprehensive needs assessment in place before the school leadership team begins assessing and planning for indicators in the NDMILE tool. It is understood that in some instances, work in the NDMILE tool may occur simultaneously while gathering information for the comprehensive needs assessment. When this occurs, schools should be aware that the needs they initially feel may be different than the priorities outlined through the comprehensive needs assessment.

6. Submission of NDMILE School Indicators and SMART Goals – October 31

To document the school's work during the schoolwide planning year, it will be required to submit the NDMILE School Indicators a few times during the planning year. The school must also complete *Title I Schoolwide Supplemental Report* Question #1 – Comprehensive Needs Assessment and SMART Goals for this submission. These submissions will help ensure the school is on the right track and dedicated to schoolwide planning (**Appendix A, B, G, H**). Further guidance and resources regarding SMART Goals are available on the NDMILE website at www.dpi.state.nd.us/resource/NDMILE.shtm.

Ongoing – Coaching Comments

Throughout the school's participation in using the NDMILE tool for schoolwide Title I programming, coaching comments will be provided. This feature was designed to be a quick communication tool to be used by the school and their external coach(es). Schools are asked to use coaching comments and feedback constructively to improve the school's reform processes

7. Participate in NDMILE Schoolwide Planning Training Sessions

If schools are on track for schoolwide programming, the state Title I office hosts various WebEx training sessions. Each school team must participate in the scheduled training sessions and keep documentation of participation on file.

At the training sessions, the school will get further guidance on assessing and planning indicators using Wise Ways research, developing plans and tasks, resources and reports available using NDMILE, designing and documenting the schoolwide annual review, and co-mingling schoolwide funds. The training sessions will help guide the school teams to work on the NDMILE indicators while incorporating their schoolwide goals and the ten required components of schoolwide programming. Each of the schoolwide ten required components **must** be incorporated into the NDMILE indicators and Comprehensive Plan Report in order for the school to be considered for schoolwide approval (**Appendix B**).

8. Submission of NDMILE School Indicators – January 31

Continue to document the school's work during the schoolwide planning year, through the second submission of the NDMILE School Indicators. These submissions will help ensure the school is on the correct path and is dedicated to schoolwide planning (**Appendix A, B**).

Ongoing – Coaching Comments

Continue to use coaching comments and feedback constructively to improve the school's reform processes. While schools work on the NDMILE indicators, they must be aware of their final NDMILE submission (due May 31). This final submission will capture the school's work in NDMILE through the NDMILE Comprehensive Plan Report, *Title I Schoolwide Supplemental Report*, and SMART Goals which becomes the school's official Title I Schoolwide Plan. Depending on the results of the school's participation in schoolwide planning training sessions and previous NDMILE submissions, schools may receive additional feedback and guidance for improvement.

Schools must keep in mind that the NDMILE tool is an ongoing and continuous process. Schools should continue to work and develop their documentation of the indicators to incorporate coaching comments and feedback to ensure compliance with federal legislation while still representing their unique needs.

9. Attend Individualized School WebEx for Schoolwide Plan Draft Review

This WebEx is customized to meet the needs of each school participating in the planning year. At this training session, state Title I staff will provide feedback and assistance regarding the submission of the schoolwide plan, supplemental report, and SMART Goals. This WebEx will also provide information on next steps and co-mingling federal funds (for those schools that are interested in this flexibility).

10. Submission of NDMILE School Indicators and *Title I Schoolwide Supplemental Report* – May 31

On or before May 31, the school will submit their NDMILE School Indicators and *Title I Schoolwide Supplemental Report* for the last time during the planning year. The school must make sure that the SMART Goals are completed and finalized. These submissions depict the school's work in NDMILE so far. **(Appendix A, B, G, H).**

In cases where the information submitted needs more detail or clarification, schools will be asked by the state Title I office to re-address certain indicators. The state Title I office may require that additional technical assistance be provided to the school to address these areas of concern. The plan will not be submitted for review until ready. It is very important that a school must operate as a Title I targeted assistance program until it is officially approved by the state Title I office to operate as a schoolwide program.

In cases where the information submitted is not comprehensive or lacks documentation of meeting the intent of schoolwide programming, the state Title I office may give the school the option to participate in an additional year of schoolwide planning before official schoolwide status will be considered. During the additional year of schoolwide planning, the school must continue operating as a Title I targeted assistance program.

In cases where the information meets the intent of schoolwide programming, the materials submitted will be externally reviewed and the school will be considered for potential approval as a Title I schoolwide program.

11. Submission of Schoolwide Plan Cover Page

Once the school has submitted a plan that is ready for external review, it must also submit the *Title I Schoolwide Plan Cover Page* **(Appendix F)**.

This cover page consists of contact information, assurances, board approval, and signatures from the district and school level. This cover page will also be signed by the Title I director and the schoolwide coordinator if schoolwide status is granted.

12. Schoolwide Plan Review

Once the school has submitted a schoolwide plan that is ready for final review, the state Title I office will provide an official review of the schoolwide plan with feedback and comments to assist the school in the continuous process of school reform. The plan will be scored using the *NDMILE Schoolwide Plan Scoring Rubric* **(Appendix I)**. Once the reviewers' comments are compiled, this information will be sent to the school. Schools will be required to address any areas in which the school receives scores as needing revision.

13. Re-submission of NDMILE

If it was required that the school address any areas that were marked as needing revision, the school will adjust the NDMILE School Indicators and/or *Title I Schoolwide Supplemental Report*. The state Title I office will have the reports un-submitted, as necessary. Once the school has re-addressed each area, the information must be resubmitted to the state Title I office for final review and approval.

14. Official Schoolwide Approval

After any necessary revisions are made, the state Title I office will provide final schoolwide approval through a copy of the official, approved schoolwide plan (consisting of NDMILE *Comprehensive Plan Report and Title I Schoolwide Supplemental Report*), SMART Goals, and *Schoolwide Plan Cover Page* signed by the Title I director and the schoolwide coordinator. The school will also receive a congratulatory letter from the State Superintendent and a certificate of schoolwide approval. Only when the school receives these signed documents that it is officially approved to operate as a schoolwide program.

Please note, it is extremely important that a school must operate as a Title I targeted assistance program until it is officially approved by the state Title I office to operate as a schoolwide program.

15. Schoolwide Implementation and Program Monitoring

Once final approval is provided by the state, the school may begin implementation of the plan. The school will be held accountable to put into practice the activities and initiatives outlined in the NDMILE. Schools will be monitored against the implementation of the plan and the required components of schoolwide programs. At this point, the school is expected to continuously address Step 6 in the NDMILE Tool: Monitor School Plan, as well as continue to assess indicators, create plans and tasks accordingly, and update the supplemental report as needed.

The degree to which an approved schoolwide program continuously monitors and evaluates itself through the NDMILE becomes part of the ongoing documentation process for future monitoring visits. Schools will be asked to demonstrate and document the ongoing evaluations that occur, as well as the ongoing implementation of the ten required components of schoolwide programming. The state will monitor to see how the school is using the data to evaluate the effectiveness of its program and work towards the continuous improvement and refinement to meet the needs of all students.

16. Ongoing Evaluation and Annual Review

Once a school is approved to operate as a schoolwide Title I program, it does so according to the plans it has created. However, because schoolwide programs are designed to be continuous improvement models, schools are expected to engage in annual reflection and evaluation of the plan's effectiveness. Although the federal law requires documentation of an annual (once a year) evaluation, the state Title I office expects regular, ongoing evaluation of the following:

- The academic achievement of all students has improved, particularly of low-achieving students;
- The schoolwide goals and objectives contained in the plan were achieved;
- The ten components are being implemented;
- The plan is still appropriate as written; and/or
- NDMILE indicators reflect continual assessing, planning, and monitoring of the plan.

The purpose of the annual review is to evaluate the strategies in the schoolwide plan to determine if they are contributing to the preferred outcomes either in terms of improvement in student achievement or increases in other activities that lead to increased student achievement (i.e., increased parental involvement and high-quality professional development). Some suggested steps for carrying out the annual review process include:

- Review the strategies and action steps originally proposed in the schoolwide plan.
- Use the findings and recommendations to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- Solicit the input of all stakeholders in identifying strategies that are more effective to achieve identified goals.
- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.
- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.

- Review the evaluation design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year's program evaluation.

Since a school's planning is done in the NDMILE tool, the process of evaluation should result in changes within the NDMILE tool itself. The tool is designed for this very purpose – ongoing continuous improvement. Therefore, schools that are continuously reflecting upon and evaluating their schoolwide program would be expected to reflect their improvements and changes simply by continuing to use the NDMILE tool as a meaningful part of their school improvement process (**Appendix J**).

To comply with federal Title I law, schools must document any changes to their schoolwide plan annually and communicate these with the state Title I office. To do this through the NDMILE, schools must:

- Plan a meeting in the NDMILE tool for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the Annual Review.
- Please notify the state Title I office when these minutes are ready for review.

17. Continuous Improvement

Federal law requires the results of the annual review be shared with stakeholders (i.e., parents, staff, community members, and school board). These results should provide a roadmap for the future progress of the schoolwide program, so it is very imperative that this information be clear, understandable, and avoid the use of technical jargon. Schoolwide programs should invite stakeholder input regarding the results of their annual review and proposed initiative changes. Then the school should identify the final changes that will be incorporated into the existing schoolwide plan.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan in the NDMILE tool to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

Ten Required Components of Schoolwide Programs

1. A **comprehensive needs assessment** of the entire school based on information that includes the performance of children in relation to the state academic content and achievement standards.
2. Schoolwide reform strategies that provide opportunities for **all children** to meet the advanced and proficient levels of student achievement; **use effective and instructional strategies** based on scientifically-based research; address the needs of all children in the school; address how the school will determine if the needs have been met; and are consistent with the **state and local plans**.
3. Instruction by **highly qualified** professional staff.
4. **High-quality and ongoing professional development** for teachers and aides (and, where appropriate, pupil services personnel, parents, principals, and other staff).
5. Strategies to attract **high-quality, highly qualified teachers** to high need schools.
6. Strategies to **increase parental involvement**, such as family literacy services.
7. Plans for assisting **preschool children** in the transition from early childhood programs to local elementary programs.
8. Measures to include teachers in making **decisions about assessments**.
9. Activities to identify and ensure **effective, timely assistance** to students who experience difficulties.
10. **Coordination and integration** of federal, state, and local services and programs.

Co-mingling Funds in a Schoolwide Program

Section 1114 of Title I of the ESEA allows a school in which 40 % or more of its students are from low-income families to use its Title I funds, along with other federal, state, and local funds, to operate a Title I schoolwide program.

Co-mingling Federal Funds

Refer to the Title I website at www.dpi.state.nd.us/title1/schlwide/combine.shtm for more information and a toolkit for co-mingling funds.

When using funds from other federal programs, *the school does not have to conform to the specific statutory or regulatory requirements of each separate program* as long as the intent and purposes of these programs are met. In addition, the school must still meet certain other requirements relating to such critical areas as civil rights, health, and safety.

A. Tracking

Schools do not have to track how each program's dollars are spent. All federal funds used to support the schoolwide plan should be put into one account at the local site. Federal funds should not go into the general fund account as schools will still need to submit financial reports which track the funds as a whole.

B. Satisfying "Intent and Purposes"

Co-mingling funds to meet the collective needs of the included programs allows schools to address needs in an integrated way. Schools are freed from documenting that a specific program dollar was spent only for a specific program activity. However, the schools must be able to demonstrate that the schoolwide program includes activities to reasonably address the needs of the intended beneficiaries of each federal program.

Federal Program Exclusions

The Secretary of Education authorizes a schoolwide program school to use funds or services that the school receives from any federal education program administered by the Secretary of Education to upgrade its entire educational program. Exceptions include:

- Formula or discretionary grant programs under the Individuals with Disabilities Education Act and funds provided for eligible children with disabilities.
- Funds provided under Title XII Schools Facilities Infrastructure Improvement Act to ensure the health and safety of students through the repair, renovation, alteration, and construction of school facilities.
- Funds awarded to institutions of higher education, unless those funds support elementary or secondary schools (e.g., school, college, and university partnerships program).
- Programs that are not administered by the Secretary of Education, such as the National School Lunch Program and Head Start.

Parental Involvement Requirements

Below is a list of parental involvement requirements specific to Title I schoolwide programs.

- **The Parental Involvement Policy** – This policy should be updated yearly, distributed to parents in some manner, and describe the ongoing activities that are held by the school to inform and involve parents in their child's education. In large districts, the district and each of its Title I schools must have a unique parental involvement policy. In smaller districts, the district and its Title I schools may develop a joint policy; however, district level and school level requirements must be adequately addressed. This policy must meet US Department of Education (USDE) regulations.
- **The Parent-School Compact** – This is an agreement between the home and the school that outlines each party's responsibility for supporting student learning. Each Title I school should have a compact outlining its unique needs. This compact must meet USDE regulations.
- **The Annual Parent Meeting** – Each year, the schoolwide schools are required to host a meeting for parents to explain the Title I program. (This is different from the Schoolwide Annual Review meeting, which is also required). This meeting should give parents the opportunity to actively participate and have input into the schoolwide program, as well as provide an overview of the schoolwide plan. Preferably, this meeting occurs at the beginning of the school year. You must be able to document this meeting with minutes, agendas, and sign-in sheets.
- **Assessing Parental Involvement Component** – At the end of each school year, you must review your parental involvement component. How you conduct the assessment of the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, "Did you have the opportunity to be involved in the schoolwide plan?" and "What are your suggestions or recommendations for improving the schoolwide program?"
- **Providing Opportunities for Training Parents** – The schoolwide program must provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. These opportunities should be aligned to schoolwide goals and should include information about specific methods parents can use at home to complement their child's education toward reaching schoolwide goals. This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.
- **Annual Review Meeting** – This is a yearly review of the entire schoolwide program. This is where you would gather data about your schoolwide program, its implementation, student achievement data, perception data (including the parent assessment), and demographic data. This data should help you measure the success of your schoolwide plan in terms of how well it is being implemented and its impact on student achievement. The information should be used to revise the schoolwide plan each year. The Schoolwide Annual Review Meeting is included under the parental involvement section since parents must be informed of and involved in the Schoolwide Annual Review Meeting.
- **Parents' Right to Know Clause** – At the beginning of each school year, all parents must be notified that they may request, and the school will provide upon parent request, information regarding the professional qualifications of the student's classroom teachers. This notification is the responsibility of the school administration.
- **Students Being Taught by Highly Qualified Staff** – If a child is taught for four consecutive weeks by a teacher who does not meet the federal definition of highly qualified, his/her parents must be notified of this fact. This includes all children, whether they are a Title I student or not. This notification is the responsibility of the school administration.
- **Six Types of Parental Involvement** – Schools must encourage family support of students' learning through supporting parenting skills, communication styles, learning at home activities, volunteering opportunities, decision making abilities, and opportunities to collaborate with the community.

There is a wealth of information available on the Department of Public Instruction website pertaining to parental involvement. For more information, go to www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm.

Q&A on Schoolwide and NDMILE

If you have additional questions regarding Title I schoolwide programming and NDMILE, please contact the state Title I office.

Q. What is the expected timeline?

A. Schools participating in NDMILE will be held to the reporting timelines. It is imperative that schools participating in the NDMILE to fulfill Title I schoolwide planning requirements follow the reporting timelines. Failure to do so could lead to non-compliance with federal regulations.

Q. How do the indicators of this tool relate to our schoolwide plan?

A. Crosswalks between the NDMILE indicators, Federal Register, and NCLB requirements have been completed and are available at the state Title I office upon request (**Appendix B**).

Q. If doing NDMILE for schoolwide planning, how many plans/accounts do we need to have?

A. Schoolwide planning and developing a schoolwide plan is a school building requirement. A NDMILE Title I schoolwide plan is to be done at the building level and based on leadership for the building. If a district has more than one building then each building must develop a separate schoolwide plan in the NDMILE tool. Due to the unique nature of rural schools in North Dakota, there may be flexibility to develop a consolidated or joint plan. Special permission with justification must be requested for approval to write a K-12 or joint schoolwide plan (**Appendix E**). Unless a school has submitted a prior request with approval from the state Title I office, schools must submit a building level NDMILE Title I Schoolwide Plan.

Q. What schoolwide reports will be replaced by using the NDMILE?

A. Schoolwide Title I schools participating in the NDMILE will fulfill the following reporting requirements through the online tool:

- Title I Schoolwide Plan
- Title I Schoolwide Revisions to the Schoolwide Plan (Annual Review must be documented in NDMILE tool meeting agenda and minutes)

Supplemental reporting is also available on the NDMILE dashboard to ensure the tool meets federal reporting requirements of schoolwide.

Title I Schoolwide Resources

Title I Schoolwide Resources

- Title I Schoolwide
www.dpi.state.nd.us/title1/schlwide/index.shtm
On the Title I schoolwide website, you'll find all of the information the Title I office distributes for schools operating as Title I schoolwide programs, including a list of current schoolwide programs, general information, guidance, requirements, monitoring, and resources developed for schoolwide programs. Upcoming trainings, events, and conferences are also available on our Title I website at www.dpi.state.nd.us/title1/events.shtm.
- Title I School Support Team
www.dpi.state.nd.us/title1/resource/support/index.shtm
The purpose of the North Dakota Title I School Support Team is to provide an extension of technical assistance opportunities from the state Title I office to Title I practitioners in the field. Members of the School Support Team are qualified Title I professionals who are familiar with different aspects of Title I programming and requirements. Members of the team must be vigilant in staying updated in the latest happenings in Title I law, both on a national and state basis.

Who to Contact for Schoolwide Technical Assistance

STEFANIE TWO CROW, ASSISTANT DIRECTOR
PHONE: (701) 328-2292
FAX: (701) 328-0203
E-MAIL: sttwocrow@nd.gov

LODEE ARNOLD, ASSISTANT DIRECTOR
PHONE: (701) 328-1876
FAX: (701) 328-0203
E-MAIL: laarnold@nd.gov

NDMILE Resources

- Indistar Booklet
www.indistar.org/about/brochure/indistarbrochure.pdf
Indistar is the framework on which the NDMILE has been built. This booklet highlights the capabilities of the tool, as well as provides an overview of the indicator-based system.
- Indistar Video
www.centerii.org/SchoolRestructuring/IndistarVideo.aspx
This video was recorded in Bismarck, North Dakota as we conducted the initial training for the first cohort group of schools. Dr. Lisa Kinnaman shared her experiences of implementation in Idaho.
- Indicators in Action
www.centerii.org/Action/
The Indicators in Action are modules designed by the Center on Innovation and Improvement to assist schools in implementing the NDMILE indicators.
- NDMILE Website
www.dpi.state.nd.us/resource/NDMILE.shtm
This website provides a link to the NDMILE. Please use the general login and password to access North Dakota's system.
Login: ndc
Password: ndc

Appendices

Appendix A – Title I Schoolwide Planning Year Checklist

Appendix B – Crosswalk of Schoolwide Plan Components & NDMILE KEY Indicators

Appendix C – Statement of Intent and Documentation of Poverty Percentage

Appendix D – Commitment to Schoolwide Planning

Appendix E – Title I Schoolwide Planning Year Request for Joint Schoolwide Plan

Appendix F – Title I Schoolwide Plan Cover Page

Appendix G – Title I Schoolwide Supplemental Report

Appendix H – SMART Goals

Appendix I – NDMILE Schoolwide Plan Scoring Rubric

Appendix J – NDMILE Comprehensive Calendar

Title I Schoolwide Planning Year Checklist

Due Date	Status	Task
May 2011 thru August 2011	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Submit <i>Statement of Intent and Documentation of Poverty Percentage</i> to state Title I office. Participate in and document schoolwide information session with state Title I office. Submit <i>Commitment to Schoolwide Planning</i> to state Title I office.
August 2011 thru October 2011	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Participate in <i>Introduction to NDMILE & Schoolwide Planning Training</i> . Complete NDMILE tool Steps 1, 2, 3. Complete SMART Goals. Assess 20 KEY indicators – Step 4. Plan for a minimum of 3 KEY Indicators – Step 5 (align using <i>Crosswalk of Schoolwide Plan Components and NDMILE KEY Indicators</i>). Participate in NDMILE WebEx training sessions, as available. Document meetings and agendas with NDMILE tools. Submit Consolidated Application for Federal Title I Funds on STARS.
October 31, 2011	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Submit NDMILE School Indicators. Complete and save <i>Title I Schoolwide Supplemental Report</i> Question #1 – Comprehensive Needs Assessment. Submit SMART Goals.
November 2011 thru January 2012	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Assess 39 KEY indicators – Step 4. Plan for a minimum of 6 KEY Indicators – Step 5 (align using <i>Crosswalk of Schoolwide Plan Components and NDMILE KEY Indicators</i>). Participate in NDMILE WebEx training sessions, as available. Document meetings and agendas with NDMILE tools. Continue completing <i>Title I Schoolwide Supplemental Report</i> . Developed tasks must adequately describe any policies/practices that are in place to help ALL students. Document how the school utilizes scientifically-based research strategies to strengthen core academic subject areas.
January 31, 2012	<input type="checkbox"/>	Submit NDMILE School Indicators.
February 2012 thru May 2012	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Assess 40 KEY indicators – Step 4. Plan for a minimum of 6 KEY Indicators – Step 5 (align using <i>Crosswalk of Schoolwide Plan Components and NDMILE KEY Indicators</i>). Participate in NDMILE WebEx training sessions, as available. Document meetings and agendas with NDMILE tools. Finalize <i>Title I Schoolwide Supplemental Report</i> (complete <i>co-mingling funds</i> if applicable). Participate in individual school WebEx regarding NDMILE Schoolwide Plan Draft Review.
May 31, 2012	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Submit NDMILE School Indicators. Submit <i>Title I Schoolwide Supplemental Report</i> to state Title I office. Submit <i>Title I Schoolwide Plan Cover Page</i> to state Title I office.

Appendix B

No Child Left Behind Act of 2001 (NCLB)

Crosswalk of NCLB Schoolwide Plan Components and NDMILE KEY Indicators

Schools operating as Title I schoolwide programs must address each of the ten required components of a schoolwide plan, as outlined in the *No Child Left Behind* (NCLB) Act of 2001.

Per NCLB Section 1114 34 CFR §200.25-29:

SCHOOLWIDE PLAN

(A) PURPOSE

- 1) *The purpose of a schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards under §200.1.*
- 2) *The improved achievement is to result from improving the entire educational program of the school.*

(B) TEN COMPONENTS OF A SCHOOLWIDE PROGRAM

- 1) *Comprehensive Needs Assessment*
- 2) *Schoolwide Reform Strategies*
- 3) *Highly Qualified Teachers*
- 4) *High-Quality, Ongoing Professional Development*
- 5) *Highly Qualified Staff to High Needs Schools*
- 6) *Parental Involvement*
- 7) *Preschool Transition*
- 8) *Measure to Include Teachers in Decision-Making Regarding the Use of Assessments*
- 9) *Effective, Timely Assistance*
- 10) *Program Coordination*

Purpose

- The purpose of this document is to illustrate the alignment of the NDMILE KEY indicators and the required components of a Title I schoolwide plan according to NCLB.
- The following NCLB Title I schoolwide plan components do not have corresponding NDMILE indicators. Therefore, evidence regarding how the school meets each component must be documented using the *Title I Schoolwide Supplemental Report* located on the NDMILE Dashboard.
 - 1) Comprehensive Needs Assessment
 - 2) Schoolwide Reform Strategies – increase amount and quality of learning time
 - 3) Highly Qualified Teachers
 - 5) Highly Qualified Staff to High Needs Schools
 - 7) Preschool Transition
 - 10) Program CoordinationAnnual Evaluation
Co-Mingling Funds (if applicable)

Directions

- Schools pursuing Title I schoolwide status and utilizing the NDMILE process to fulfill the schoolwide plan requirement, must:
 - Assess all 99 KEY indicators and plan, which include developing tasks, for a minimum of 15 KEY indicators as described in the NCLB Schoolwide Plan and NDMILE Crosswalk below.
 - **Submission October 31**
 - Assess a minimum of 20 KEY indicators and plan, which includes developing tasks, for 3 KEY indicators
 - Complete Comprehensive Needs Assessment (question 1 on the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard)
 - Complete *SMART Goals* for each area (i.e., reading and math)
 - **Submission January 31**
 - Assess a minimum of an additional 39 KEY indicators and plan, which includes developing tasks, for 6 KEY indicators
 - Continue completing the *Title I Schoolwide Supplemental Report*
 - **Submission May 31**
 - Assess a minimum of an additional 40 KEY indicators and plan, which includes developing tasks, for 6 KEY indicators
 - Finalize the *Title I Schoolwide Supplemental Report* (complete *co-mingling funds*, if applicable).
 - Submit *Title I Schoolwide Plan Cover page* to state Title I office
- Punctuality is very crucial a failure to submit these reports on time may disqualify a school's opportunity to operate as a schoolwide program.

NCLB Schoolwide Plan and NDMILE Crosswalk

1) Comprehensive Needs Assessment

- Based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).
- Includes information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data.
- The four types of data should be disaggregated and cross-analyzed to identify the needs of educationally disadvantaged students.

Note: There is no NDMILE indicator match for this component. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard.

2) Schoolwide Reform Strategies

- Opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.
- Effective methods and instructional strategies that are based on scientifically-based research (SBR).
 - strengthen the core academic program in the school
 - * increase the amount and quality of learning time (appropriate activities before and after school, during the summer, during an extension of the school year and providing an enriched, and accelerated curriculum)
 - include strategies for meeting the educational needs of historically underserved populations
- Strategies to address the needs of all children in the school.
- Strategies to address how the school will determine if such needs have been met.

Note: *The NDMILE indicators do not adequately address the amount and quality of learning time reform strategy. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard to provide documentation for this reform strategy.

Requirement: Plan for a minimum of 1 KEY indicator in this section.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
ID11		Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.
ID13		Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
IE04		The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IE06		The principal keeps a focus on instructional improvement and student learning outcomes.
IE07		The principal monitors curriculum and classroom instruction regularly.
IIA01		Instructional teams develop standards-aligned units of instruction for each subject and grade level.
IIA02		Units of instruction include standards-based objectives and criteria for mastery.
IIA03		Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., units tests, and student work).
IIB01		Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIC01		Units of instruction include specific learning activities aligned to objectives.
IIC02		Instructional teams develop materials for their standards-aligned learning activities and share the materials among themselves.
IIC03		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.
IID08		Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09		Instructional teams use student learning data to plan instruction.
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA08		All teachers review the previous lesson.
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10		All teachers stimulate interest in the topics.
IIIA11		All teachers use modeling, demonstration, and graphics.
IIIA13		All teachers explain directly and thoroughly.
IIIA14		All teachers maintain eye contact.
IIIA15		All teachers speak with expression and use a variety of vocal tones.
IIIA16		All teachers use prompting/cueing.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IIIA17		All teachers re-teach when necessary.
IIIA18		All teachers review with drilling/class recitation.
IIIA19		All teachers review with questioning.
IIIA20		All teachers summarize key concepts.
IIIA21		All teachers re-teach following questioning.
IIIA22		All teachers use open-ended questioning and encourage elaboration.
IIIA25		All teachers encourage students to paraphrase, summarize, and relate.
IIIA26		All teachers encourage students to check their own comprehension.
IIIA27		All teachers verbally praise students.
IIIA28		All teachers travel to all areas in which students are working.
IIIA31		All teachers interact instructionally with students (explaining, checking, and giving feedback).
IIIA32		All teachers interact managerially with students (reinforcing rules, and procedures).
IIIA33		All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, and inquiring about the family).
IIIA35		Students are engaged and on task.
IIIA37		All teachers travel about the room to assist students.
IIIA38		All teachers have documentation of the computer program's alignment with standards-based objectives.

3) Highly Qualified Teachers

- Instruction is provided by highly qualified teachers.

Note: The NDMILE indicators for this component document the continuous improvement process only but does not allow for documentation of qualifications of all teachers and paraprofessionals. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard for full documentation.

Requirement: Plan for a minimum of 1 KEY indicator in this section.

Additional suggestion:

- In addition to the required highly qualified status, include measures to ensure that teacher quality and effectiveness are part of a continuous improvement process.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IE09		The principal challenges, supports, and monitors the correction of unsound teaching practices.
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
IF01		The principal compiles reports from classroom observations, showing aggregate areas of strength, and areas that need improvement without revealing the identity of individual teachers.
IF02		The leadership team reviews the principal's summary reports of classroom observations and takes them into account when planning professional development.
IF10		The principal plans opportunities for teachers to share their strengths with other teachers.

4) High-Quality, Ongoing Professional Development

- Incorporates high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Requirement: Plan for a minimum of 1 KEY indicator in this section.

Additional suggestions:

- Ongoing and sustained professional development is aligned with the goals of the schoolwide plan.
- Professional development includes in-class instructional coaching.
- Staff members are trained to meet the individual needs of all learners.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IF03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06		Teachers are required to make individual professional development plans based on classroom observations.
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08		Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IVC01		Professional development programs for teachers include assistance in working effectively with parents.

5) Highly Qualified Staff to High Needs Schools

- Strategies to attract high-quality highly qualified teachers to high-need schools.

Note: There is no NDMILE indicator match for this component. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard.

6) Parental Involvement

- Strategies to increase parental involvement.

Requirement: Plan for a minimum of 1 KEY indicator in this section.

Additional suggestions:

- Based upon results of the needs assessment
- Strong collaboration with community
- Parents are meaningfully included as decision makers

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
IG01		Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
IIIB01		All teachers maintain a file of communication with parents.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IIIB02		All teachers regularly assign homework (4 or more days a week).
IIIB03		All teachers check, mark, and return homework.
IIIB06		All teachers systematically report to parents the student's mastery of specific standards-based objectives.
IIIC01		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
IIIC04		Students raise hands or otherwise signal before speaking.
IIIC05		All teachers use a variety of instructional modes.
IIIC06		All teachers maintain well-organized student learning materials in the classroom.
IIIC08		All teachers display classroom rules and procedures in the classroom.
IIIC09		All teachers correct students who do not follow classroom rules and procedures.
IIIC10		All teachers reinforce classroom rules and procedures by positively teaching them.
IIIC12		All teachers engage all students (e.g., encourage silent students to participate).
IVA03		The school's compact outlines the responsibilities/expectations of teachers, parents, and students.
IVA11		Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers.
IVD01		The school's compact is annually distributed to teachers, school personnel, parents, and students.
IVD02		The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.
IVD03		The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home.

7) Preschool Transition

- Assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Note: There is no NDMILE indicator match for this component. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard.

8) Measures to include Teachers in Decision-Making Regarding the Use of Assessments

- Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Requirement: Plan for a minimum of 1 KEY indicator in this section.

Additional suggestions:

- A team of teachers, administrators, and parents participate in the selection, use, and interpretation of a school-based comprehensive assessment plan.
- Student performance drives modifications and improvements in the selection and use of school-based assessments.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
ID01		A team structure is officially incorporated into the school improvement plan and school governance policy.
ID02		All teams have written statements of purpose and by-laws for their operation.
ID03		All teams operate with work plans for the year and specific work products to produce.
ID04		All teams prepare meeting agendas.
ID05		All teams maintain official meeting minutes.
ID06		The principal maintains a file of the agendas, work products, and meeting minutes of all teams.
ID07		A leadership team consisting of the principal, teachers who lead the instructional teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
ID08		The leadership team serves as a means of communication to the faculty and staff.
ID09		The leadership team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
IE01		The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
IE05		The principal participates actively with the school's teams.

9) Effective Timely Assistance

- Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (i.e., state performance level descriptions) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Requirement: Plan for a minimum of 1 KEY indicator in this section.

Additional suggestions:

- A well-defined process is being implemented to identify, or screen for, students who are experiencing difficulty mastering the state's content standards.
- Integrated instructional units designed to accommodate the needs of various learning styles is provided in order to maximize, integrate, and distribute opportunities to learn the state's content standards.
- Students receive differentiated instruction.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
ID10		The school's leadership team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
IIB03		Unit pre/post-test results are reviewed by the instructional team.
IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05		Teachers re-teach based on post-test results.
IID02		The school tests each student at least three (3) times each year to determine progress toward standards-based objectives.
IID03		Teachers receive timely reports of results from standardized and objectives-based tests.
IID04		The school maintains a central database that includes each student's test scores, placement and demographic information, attendance, behavior indicators, and other variables useful to teachers.
IID06		Yearly learning goals are set for the school by the leadership team and utilizing student learning data.
IID07		The leadership team monitors school-level student learning data.
IID10		Instructional teams use student learning data to identify students in need of instructional support or enhancement.
IID11		Instructional teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of these results.
IIIA07		All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
IIIA40		All teachers assess student mastery in ways other than those provided by the computer program.

10) Program Coordination

- Demonstrates the coordination and integration of federal, state, and local services and programs, specifically including other ESEA (NCLB) Title programs, IDEA programs, and, as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Note: There is no NDMILE indicator match for this component. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard.

Additional Requirements:

➤ Annual Evaluation

Annually evaluates the implementation and results of the schoolwide program, determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, and revises the plan, as necessary, to ensure continuous improvement of students.

- Includes measures other than student achievement data that the school will use to determine the overall effectiveness of the schoolwide program.
- Articulates a continuous plan for how the school will annually review its continuous improvement process.
- Changes to students' programs are made based on current data.

➤ Documentation of Annual Review

Documentation in subsequent years after schoolwide approval and operating as a schoolwide program will include:

- Plan a meeting in the NDMILE tool for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the schoolwide Annual Review.

Note: There is no NDMILE indicator match for this component. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard.

➤ Co-mingling Funds (optional)

Schoolwide programs have the option to co-mingle funds from other federal programs whose intent and purposes will be a part of their schoolwide program. When co-mingling funds, schoolwide programs DO NOT have to track how each program's dollars are spent; instead, the school would lump all the funds together into one total to be used for ALL schoolwide program operations. However, within the schoolwide program, schools must identify how the intent and purposes of these programs are still met.

Note: There is no NDMILE indicator match for this component. Complete the *Title I Schoolwide Supplemental Report* on the NDMILE Dashboard.

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
(701) 328-2260

Title I Schoolwide Statement of Intent and Documentation of Poverty Percentage

Name of School and District	School Address		Grade Levels
Contact Person	Telephone	E-mail	
Statement of Intent			
Please accept this statement of intent documenting our plans to pursue Title I schoolwide status. We understand that the entire schoolwide planning year must be completed before we are officially eligible to operate a Title I schoolwide program. We understand the earliest this eligibility would be granted would be for the 2012-2013 school year.			
Documentation of Poverty Percentage			
In order for a school to operate as a schoolwide program, the law requires that a school has a poverty level of at least 40%. Most often, schools document this poverty level through its free/reduced lunch counts. The state Title I office requires that schools interested in pursuing the schoolwide planning year complete the information below by recording their poverty percentage. This document will be kept on file with the state Title I office.			
Poverty %	Month and Year	As documented by	
<input type="checkbox"/> Waiver Option – If the school is a few percentage points short of meeting the 40% poverty rate, there is a possibility of asking the US Department of Education (USDE) for a waiver. If your school would like to seek a waiver from the USDE, please select this box and the state Title I office will send your information to get started on this process.			
Required Information Session			
The schoolwide planning year requires an information session for <u>all instructional staff and administrators</u> at the school. This involves an all-staff presentation on the requirements of schoolwide programming, the responsibilities of all staff when planning and operating as a schoolwide program and how schoolwide differs from Title I targeted assistance programming. This session takes approximately one hour and will be provided in a WebEx session. Documentation such as sign-in sheets must be submitted to the state Title I office and kept on file to verify staff participation.			
Signature of Title I Authorized Representative		Date	
Signature of School Building Principal		Date	

Mail or fax to:

Stefanie Two Crow or Lodee Arnold, Title I Schoolwide Coordinators
Department of Public Instruction
600 E Blvd Ave, Dept. 201
Bismarck, ND 58505-0440
Telephone: (701) 328-2292
Fax (701) 328-0203



COMMITMENT TO SCHOOLWIDE PLANNING
DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I
SFN 53614 (9-05)

Appendix D

RETURN TO:
Department of Public Instruction
Title I Office
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Please note: Your signature on this form indicates that you are in favor of reorganizing your Title I program from a targeted assistance model to a schoolwide program of instruction.

General School Information

School	District
Name of Contact Person for Schoolwide Program	Telephone Number
E-mail Address	
Signature of Title I Authorized Representative	Date

Part 1 Signature of Approval

Please sign below if you are willing to work at designing and implementing a schoolwide program. Remember that schoolwide planning requires additional effort for all school members in return for local decision-making and greater flexibility for school improvement. *Your signature below signifies that you recognize these responsibilities and are willing to work cooperatively with your peers to design and implement the best learning environment for your students.*

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Part 2 Determining Schoolwide Participation

A. Total number of signatures
B. Total number of school staff
A. divided by B.

An 80% commitment level is required for schoolwide programming.

Do you have the required percentage?
<input type="checkbox"/> Yes, we will begin schoolwide planning.
<input type="checkbox"/> No, we will work together to consider future planning towards schoolwide operation and continuing our Title I targeted assistance program.

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
(701) 328-2260

Title I Schoolwide Planning Year Request for Joint Schoolwide Plan

Name of School and District		School Address		Grade Levels
Contact Person	Telephone		E-mail	
Statement of Special Permission				
<p>Schoolwide planning and developing a schoolwide plan is a school building requirement. A schoolwide plan is to be done at the building level and based on leadership for the building. If a district has more than one building then each building must develop a separate schoolwide plan. Due to the unique nature of rural schools in North Dakota, there may be flexibility to develop a consolidated or joint plan. Special permission with justification must be requested for permission to write a K-12 or joint schoolwide plan. Unless, a school has submitted a prior request with approval from the state Title I office, schools must write a building level schoolwide plan. This request form provides an outline of the school's Adequate Yearly Progress (AYP), leadership, and justification from the school requesting to do a joint schoolwide plan. This form also serves as a request for special permission with justification for the ability to write a joint schoolwide plan. The school will be notified in writing if this request is approved, denied, or if further clarification is necessary. The state Title I office reserves the right to approve or deny all requests based upon the information provided and in the best interest of the school, meeting the purpose and intent of schoolwide requirements.</p>				
Documentation of Grade Levels, Principals, and Poverty				
<p>In order for a school to request permission to write a joint schoolwide plan, the school must document Adequate Yearly Progress (AYP), leadership, and justification as to the benefits and/or barriers that will be overcome by the school in writing a joint plan.</p>				
Grade Levels Requesting Joint Schoolwide Plan	Building Principals of Joint Schoolwide Plan		Poverty % of Grade Levels	
Outline of AYP, Leadership, and Justification				
<p>In a narrative summary, please provide a brief outline of the school's AYP, leadership, and justification of the school requesting to write a joint plan:</p>				

Please note: If this request is approved, the K-12 work completed in NDMILE cannot be used to meet Title I Program Improvement plan requirements. Title I Program Improvement plans must be developed at the building level and aligned to AYP reports.

Signature of Title I Authorized Representative	Date
Signature of School Building Principal	Date

Mail or fax to:

Stefanie Two Crow or Lodee Arnold, Title I Schoolwide Coordinators
Department of Public Instruction
600 E Blvd Ave, Dept. 201
Bismarck, ND 58505-0440
Telephone: (701) 328-2292
Fax (701) 328-0203

Title I Schoolwide Plan Cover Page**Part I – School Information**

School Applying to be Schoolwide	District	Grade Levels of Schoolwide Plan*
Mailing Address		
City	State	Zip Code
Name of Title I Authorized Representative	Position	Telephone Number
E-mail Address		
Signature		Date
Name of Contact Person for Schoolwide Program		Telephone Number
E-mail Address		
Signature		Date

*Please note: One Schoolwide Cover Page per building.

Part II – Assurances

Assurance Agreement for Schoolwide Planning	
<p>The _____ School of the _____ District has completed their schoolwide planning year. We have met the requirements of the Title I legislation relating to schoolwide planning and criteria. Our poverty level is _____% as documented by _____. We have also received technical assistance in our planning from the SEA or from other providers. We assure that we will implement this plan and expend our funding accordingly. We will notify the SEA of any amendments to the plan. The local board of education has approved this schoolwide plan. The meeting was held on _____ and is documented in the minutes of that meeting.</p>	
Signature of Title I Authorized Representative	Date
Signature of Superintendent	Date
Signature of Building Principal	Date

For Department Use Only

This Title I Schoolwide Program Application and Plan has been reviewed by the SEA and is approved as written.	
Signature of Title I Schoolwide Coordinator	Date
Signature of Title I Director	Date

Title I Schoolwide Supplemental Report

After a thorough review of the NDMILE tool, NDMILE indicators, and requirements of NCLB, it was determined that several of the requirements mandated by federal law are not included in the NDMILE. Typically, these are additional regulatory measures and were not built directly into the tool as the NDMILE focuses on school practices and initiatives.

To address this need, a *Title I Schoolwide Supplemental Report* has been built on the North Dakota's NDMILE Dashboard. Schools are required to address the following elements through this supplemental report.

Please note, this information is provided for your convenience. Actual documentation and submission will be done electronically through the NDMILE.

1. Comprehensive Needs Assessment – Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.
2. Highly Qualified Staff to High Needs Schools – Describe the strategies the school will use to attract high-quality, highly qualified teachers to its school. Please be sure to include any information on teacher retention rates and/or financial incentives that will be provided.
3. Increase in Amount and Quality of Learning Time – Describe the strategies the school will use to increase the amount and quality of learning time, such as providing an extended school day/year, before/after school programs, and/or summer programs. Please be sure to include how the school will use effective methods and instructional strategies grounded on scientifically-based research.
4. Preschool Transition – Is this school an elementary school? If YES, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school. If NO, please write: "Not applicable. This school is not an elementary school."
5. Coordination of Programs – Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c), as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
6. Teacher Quality – Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified? If not, describe the plan to ensure that all teachers and instructional paraprofessionals will be highly qualified by the time the schoolwide program implementation begins.
7. Annual Evaluation – Describe how the school will annually evaluate the implementation and results of the schoolwide program, determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students. Please be sure to include measures, other than student achievement data, the school will use to determine the overall effectiveness of the schoolwide program.

Co-mingling Funds (Schools must complete this section of questions if the school plans on co-mingling its federal funds.)

Schoolwide programs have the option to co-mingle funds from all the federal programs whose intent and purposes will be a part of their schoolwide program. When co-mingling funds, schoolwide programs DO NOT have to track how each program's dollars are spent; instead, the school should lump all the dollars together into one total to be used for all schoolwide program operations. However, within the schoolwide program, schools must identify how the intent and purposes of these programs are still met.

8. List all federal program funding streams that will be consolidated into the schoolwide program.
9. Describe how the intent and purposes of each of the above consolidated federal programs will be met.

North Dakota SMART Goals

Please answer the following questions for each sub-group that did not make Adequate Yearly Progress.

To complete this form:

1. Enter the information for each goal.
2. Select "**Repeat**" to add information for each additional goal (scroll down to the blank entry fields to enter information for subsequent sub-groups)
3. Click "**Save**" at the bottom of the form to save your responses.
4. To submit your report, return to the dashboard, go to the Required Reports section, and click the **SMART Goals** "**submit**" button.

Note: Please review your responses. If you are copying and pasting from Microsoft Word. There may be some compatibility issues that will need to be edited.

Please answer the following questions for each goal.

Which subject?

If Other, please describe:

Which student group?

Which criterion?

Which grade level(s)? (Check all that apply to this subject, student group, and criterion)

What is your SMART Goal?

How will you evaluate whether you have met this goal?

What are the major activities conducted by the school to accomplish this goal?

Which student group?

Which criterion?

Which grade level(s)? (Check all that apply to this subject, student group, and criterion)

What is your SMART Goal?

How will you evaluate whether you have met this goal?

What are the major activities conducted by the school to accomplish this goal?

NDMILE Schoolwide Plan Scoring Rubric

School		District	
Reviewer Initials	Date	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision

Rubric Summary

Components of a Schoolwide Program	Advanced	Acceptable	Needs Revision	Not Applicable
1. Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Schoolwide Reform Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Highly Qualified Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. High-Quality Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Highly Qualified Staff to High Needs Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Parental Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Preschool Transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Measure to Include Teachers in Decision-Making Regarding the Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Effective Timely Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Program Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Components of the Schoolwide Supplemental Report	Advanced	Acceptable	Needs Revision	Not Applicable
Increase in Amount and Quality of Learning Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Annual Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Co-mingling Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Reviewer Overall Comments

Components of a Schoolwide Program	<p>1. Comprehensive Needs Assessment</p> <p>(A) The school has completed a comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).</p> <p>The summary should include information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be disaggregated and cross-analyzed to identify the needs of educationally disadvantaged students.</p>
NDMILE Location	<div>NDMILE Tool – Assess and plan the indicators (Appendix B)</div> <div>NDMILE Dashboard – Schoolwide Supplemental Report (Question 1) (Appendix G)</div>

Advanced	Acceptable	Needs Revision
<input type="checkbox"/> All 99 KEY Indicators are assessed and prioritized. <input type="checkbox"/> The plan demonstrates a detailed understanding of the needs of the school, students, and community it serves. <input type="checkbox"/> The summary of the needs assessment demonstrates the school included a detailed analysis of data using four measures of data – student achievement, program data, perception data, and demographic data. The data was disaggregated and cross-analyzed to determine students' needs. <input type="checkbox"/> The needs assessment clearly addresses the needs of all children, specifically educational needs of low achieving students.	<input type="checkbox"/> The NDMILE KEY Indicators have begun to be assessed. <input type="checkbox"/> The plan demonstrates a brief understanding of the needs of the school, students, and community it serves. <input type="checkbox"/> The summary of the needs assessment demonstrates the school included an analysis of data using some, but not all four measures of data – student achievement, program data, perception data, and demographic data. The data was disaggregated and cross-analyzed to determine students' needs. <input type="checkbox"/> The needs assessment briefly addresses the needs of all children, specifically educational needs of low achieving students.	<input type="checkbox"/> The NDMILE KEY Indicators have not yet begun to be assessed. <input type="checkbox"/> The plan does not provide a detailed description of the school and students it serves. <input type="checkbox"/> The needs assessment does not include all four measures of data. <input type="checkbox"/> The needs assessment does not focus on the needs of low achieving students at the school.

Reviewer Ranking and Comments

☐ **Advanced**

☐ **Acceptable**

☐ **Needs Revision**

Components of a Schoolwide Program	<p>2. Schoolwide Reform Strategies</p> <p>(B) The plan includes schoolwide reform strategies that:</p> <p>(i) provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);</p> <p>(ii) use effective methods and instructional strategies that are based on scientifically based research that—</p> <ul style="list-style-type: none"> • (I) strengthen the core academic program in the school; • (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and (*Appendix G) • (III) include strategies for meeting the educational needs of historically underserved populations; <p>(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, and (II) address how the school will determine if such needs have been met.</p>
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NDMILE Location	NDMILE Tool – Assess and plan the indicators (Appendix B) (*Appendix G)
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Advanced	Acceptable	Needs Revision
<input type="checkbox"/> Strategies increase the quality and quantity of instruction, using research-based methods and strategies. <input type="checkbox"/> Research-based reform strategies are directly aligned with the findings of the needs assessment. <input type="checkbox"/> Provides a detailed, enriched and accelerated curriculum for all students (i.e., annual growth for all, catch up growth for those who need it) <input type="checkbox"/> Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program. <input type="checkbox"/> Addresses specific strategies that assist teachers to determine if student needs are met.	<input type="checkbox"/> Increases the quality and quantity of instruction. <input type="checkbox"/> Reform strategies are aligned with the findings of the needs assessment. <input type="checkbox"/> Provides an enriched and accelerated curriculum for select students (e.g., the most at-risk) with plans in place to move toward all students. <input type="checkbox"/> Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. <input type="checkbox"/> Briefly addresses how the school will determine if these needs are met.	<input type="checkbox"/> Increases neither the quality nor quantity of instruction. <input type="checkbox"/> Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models. <input type="checkbox"/> Provides a basic curriculum. <input type="checkbox"/> Addresses the needs of select students, such as in a targeted assistance model, and there is no clear plan in place that addresses how the school will determine if identified needs are met. <input type="checkbox"/> Teachers are directed to meet student needs without specific strategies or approaches.

Reviewer Ranking and Comments	<input type="checkbox"/> Advanced	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	

Components of a Schoolwide Program	3. Highly Qualified Teachers (C) Instruction is provided by highly qualified teachers.		
NDMILE Location	NDMILE Dashboard – Schoolwide Supplemental Report (Question 6) (Appendix G)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> In addition to the required highly qualified status, the plan includes measures to ensure that teacher quality and effectiveness are part of a continuous improvement process.		<input type="checkbox"/> The supplemental plan assures that all teachers and instructional paraprofessionals either are or will meet the state definition of highly qualified.	<input type="checkbox"/> The plan does not specify that all teachers and instructional paraprofessionals are highly qualified.

Reviewer Ranking and Comments
☐ Advanced
☐ Acceptable
☐ Needs Revision

Components of a Schoolwide Program	4. High Quality Professional Development (D) The plan incorporates high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.		
NDMILE Location	NDMILE Tool – Assess and plan the indicators (Appendix B)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> All staff members are trained to meet the individual needs of all learners, but particularly the lowest achieving students of any program that is included in the schoolwide program. <input type="checkbox"/> All staff members receive ongoing and sustained professional development that is aligned with the goals of the school improvement plan. Professional development includes in-class instructional coaching.		<input type="checkbox"/> Most staff members receive training toward meeting the needs of select risk groups of students. <input type="checkbox"/> Most staff members receive ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.	<input type="checkbox"/> Some staff members receive fragmented training unrelated to the identified school needs. <input type="checkbox"/> Few staff members receive professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.
Reviewer	Ranking and Comments	<input type="checkbox"/> Advanced	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision

Components of a Schoolwide Program	5. Highly Qualified Staff to High Need Schools (E) The plan includes strategies to attract high-quality highly qualified teachers to high-need schools.		
NDMILE Location	NDMILE Dashboard – Schoolwide Supplemental Report (Question 2) (Appendix G)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> The school is allowed to provide meaningful incentives for highly qualified teachers to teach in high need schools. <input type="checkbox"/> Teachers who are the most highly qualified and the most effective are assigned to low achieving students, preferably per district wide policy. <input type="checkbox"/> The school describes its staff retention rate. The school lists many initiatives to attract high quality teachers and keep them. The plan provides a clear understanding that the school recognized the importance of maintain highly qualified teaching staff and supports teachers in their efforts to improve.		<input type="checkbox"/> The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers. <input type="checkbox"/> All teachers and instructional paraprofessionals in the school meet the state definition of highly qualified. <input type="checkbox"/> The school indicates its staff retention rates are not a problem at the school.	<input type="checkbox"/> The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers. <input type="checkbox"/> The least qualified and effective teachers are allowed to serve high need students. Teaching assignments are not based on student need, but rather staff seniority and/or availability. <input type="checkbox"/> The school does not indicate its staff retention or turnover rates.

Reviewer Ranking and Comments
☐ Advanced
☐ Acceptable
☐ Needs Revision

Components of a Schoolwide Program	6. Parental Involvement (F) The plan includes strategies to increase parental involvement in accordance with section 1118, such as family literary services.		
NDMILE Location	NDMILE Tool – Assess and plan the indicators (Appendix B)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> Specific strategies to increase parental involvement, based upon results of the needs assessment, have been identified and implemented. <input type="checkbox"/> Strong collaboration with community resources is evident. <input type="checkbox"/> Parents are meaningfully included as decision makers in a broad spectrum of school decisions.		<input type="checkbox"/> Specific strategies to increase parental involvement have been identified and implemented. <input type="checkbox"/> Some collaboration with community resources is evident. <input type="checkbox"/> Parents are included as decision makers in a limited number of school decisions.	<input type="checkbox"/> Specific strategies to increase parental involvement have not been identified or implemented. <input type="checkbox"/> No collaboration with community resources is observed. <input type="checkbox"/> Parents have no role in the decision making process of the school.
Reviewer Ranking and Comments <input type="checkbox"/> Advanced <input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision			

Components of a Schoolwide Program	7. Preschool Transition (G) If the school is an elementary school, the plan includes means to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. <input type="checkbox"/> Applicable; this school is an elementary school <input type="checkbox"/> Not applicable; this school is not an elementary school		
NDMILE Location	NDMILE Dashboard – Schoolwide Supplemental Report (Question 4) (Appendix G)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start). <input type="checkbox"/> Specific strategies for helping students transition into the elementary setting have been identified and implemented. The school has collected data on student academic and other types of needs prior to enrollment.		<input type="checkbox"/> Collaboration efforts have begun between the elementary and preschool programs. <input type="checkbox"/> Strategies for helping students transition into the regular elementary school setting are included in the school improvement plan.	<input type="checkbox"/> Collaboration and communication seldom occurs between the regular elementary school program and preschool programs. <input type="checkbox"/> Specific strategies for helping students transition into the regular elementary setting have not been identified or implemented.
Reviewer Ranking and Comments <input type="checkbox"/> Advanced <input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision			
<div style="border: 1px solid black; height: 100px;"></div>			

Components of a Schoolwide Program	8. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments (H) The plan includes means by which to include teachers in the decisions regarding the use of academic assessments (i.e., at minimum, the plan must mention ISAT and ISAT-Alt) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
NDMILE Location	NDMILE Tool – Assess and plan the indicators (Appendix B)

Advanced	Acceptable	Needs Revision
<input type="checkbox"/> A team of teachers, administrators and parents participate in the selection, use, and interpretation of a school-based comprehensive assessment plan. <input type="checkbox"/> Student performance drives modifications and improvements in the selection and use of school-based assessments.	<input type="checkbox"/> Student performance is considered when modifying the school improvement plan. <input type="checkbox"/> Student performance is usually considered when modifying the plan.	<input type="checkbox"/> Assessment decisions are made with little or no input from teaching staff. <input type="checkbox"/> Student performance is not considered when making decisions about assessment.

Reviewer Ranking and Comments

☐ **Advanced**

☐ **Acceptable**

☐ **Needs Revision**

Components of a Schoolwide Program	9. Effective Timely Assistance (I) The plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (i.e., state performance level descriptions) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.		
NDMILE Location	NDMILE Tool – Assess and plan the indicators (Appendix B)		
Advanced	Acceptable	Needs Revision	
<input type="checkbox"/> The school has a well-defined process, or comprehensive assessment plan, that is currently being implemented to identify, or screen for, students who are experiencing difficulty mastering the state's content standards. <input type="checkbox"/> Effective, timely, and additional assistance is provided for students experiencing difficulty mastering the state's content standards. <input type="checkbox"/> Instructional decisions about student performance are based upon a thorough understanding of the state's academic achievement standards (i.e., the performance level descriptors that indicate the degree to which the content must be learned). <input type="checkbox"/> Integrated instructional units, designed to accommodate the needs of various learning styles is provided in order to maximize, integrate, and distribute opportunities to learn the state's content standards.	<input type="checkbox"/> The school has a process in place to identify students experiencing difficulty mastering the state's content standards that directly links to intervention assistance. <input type="checkbox"/> Effective, additional assistance is provided for students experiencing difficulty meeting the state's content standards. <input type="checkbox"/> Teachers are aware of the state's academic achievement standards (i.e. performance level descriptions). <input type="checkbox"/> Students receive some differentiated instruction while working with support staff.	<input type="checkbox"/> No process is in place to identify students who are experiencing difficulty mastering the state's content standards. <input type="checkbox"/> Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing. <input type="checkbox"/> Teachers are not aware of the state's academic achievement standards (i.e. performance level descriptions). <input type="checkbox"/> All students are taught using the same methods with no differentiation in support.	

Reviewer Ranking and Comments

☐ **Advanced**

☐ **Acceptable**

☐ **Needs Revision**

Components of a Schoolwide Program	10. Program Coordination (J) The plan demonstrates the coordination and integration of federal, state, and local services and programs, specifically including other ESEA (NCLB) Title programs, IDEA programs, and, as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.		
NDMILE Location	NDMILE Dashboard – Schoolwide Supplemental Report (Question 5) (Appendix G)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> The school has established its improvement plan based on need. It is knowledgeable about how to consolidate funding streams and uses all resources available to the school to meet its goals. The plan demonstrates complete program coherence.		<input type="checkbox"/> The school has established its improvement plan based on need and demonstrates the beginning stages of resource and program coordination. Program coherence is a priority but not yet attained.	<input type="checkbox"/> The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be coordinated and used to address its goals.

Reviewer Ranking and Comments

☐ **Advanced**

☐ **Acceptable**

☐ **Needs Revision**

Title I Schoolwide Supplemental Report Scoring Rubric

Components of The Schoolwide Supplemental Report	Comprehensive Needs Assessment Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.	<i>This component has been integrated in to the Schoolwide Scoring Rubric, Component 1 Comprehensive Needs Assessment.</i>
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Components of The Schoolwide Supplemental Report	Highly Qualified Staff to High Needs Schools Describe the strategies the school will use to attract high-quality, highly qualified teachers to its school. Please be sure to include any information on teacher retention rates and/or financial incentives that will be provided.	<i>This component has been integrated in to the Schoolwide Scoring Rubric, Component 5 Highly Qualified Staff to High Needs Schools.</i>
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Components of The Schoolwide Supplemental Report	Increase in Amount and Quality of Learning Time Describe the strategies the school will use to increase the amount and quality of learning time, such as providing an extended school day/year, before/after school programs, and/or summer programs. Please be sure to include how the school will use effective methods and instructional strategies grounded on scientifically-based research. (Appendix G)		
Advanced		Acceptable	Needs Revision
<input type="checkbox"/> The schoolwide plan outlines a clear method of increasing the amount and quality of learning time for all students at the school including extended day/year, before/after school, and summer programs.		<input type="checkbox"/> The schoolwide plan outlines a clear method of increasing the amount and quality of learning time for all students at the school including extended day/year, before/after school, and /or summer programs.	<input type="checkbox"/> There appears to be no real increase in the amount and quality of learning time that includes extended day/year, before/after school, or summer programs.

Reviewer Ranking and Comments

☐ **Advanced**

☐ **Acceptable**

☐ **Needs Revision**

Components of The Schoolwide Supplemental Report	Preschool Transition Describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any state-run preschool program, to the local elementary school.	<i>This component has been integrated in to the Schoolwide Scoring Rubric, Component 7 Preschool Transition.</i>
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Components of The Schoolwide Supplemental Report	Coordination of Programs Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	<i>This component has been integrated in to the Schoolwide Scoring Rubric, Component 5 Coordination of Programs.</i>
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Components of The Schoolwide Supplemental Report	Teacher Quality Are all of your teachers and instructional paraprofessionals meeting the state's definition of highly qualified? If not, describe the plan to ensure that all teachers and instructional paraprofessionals will be highly qualified by the time the schoolwide program implementation begins.	<i>This component has been integrated in to the Schoolwide Scoring Rubric, Component 3 Highly Qualified Teachers.</i>
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Components of The Schoolwide Supplemental Report	Annual Evaluation Describe how the school will annually evaluate the implementation and results of the schoolwide program, determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students. Please be sure to include measures; other than student achievement data, the school will use to determine the overall effectiveness of the schoolwide program. (Appendix G)
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Advanced	Acceptable	Needs Revision
<input type="checkbox"/> An ongoing, continuous plan is articulated for how the school will annually review its continuous improvement process which utilizes the key questions and considerations outlined in the Ongoing Evaluation and Annual Review. <input type="checkbox"/> It is clear how the school will review implementation and effectiveness on a regular and ongoing basis. <input type="checkbox"/> The school collects student achievement and other implementation data throughout the school year and schedules regular meetings to review this data. Changes to students' programs are made based on this data.	<input type="checkbox"/> A plan is articulated for how the school will annually review its continuous improvement process which utilizes the key questions and considerations outlined in the Ongoing Evaluation and Annual Review. <input type="checkbox"/> It is clear how the school will review implementation and effectiveness. <input type="checkbox"/> The school collects student achievement data and other implementation data during the school year and schedules regular meetings to review data.	<input type="checkbox"/> A review/evaluation plan is not provided or lacks the specificity to produce meaningful results. <input type="checkbox"/> It is not clear how the school will review its implementation and effectiveness. <input type="checkbox"/> Data is not reviewed on a regular basis during the school year.

Reviewer Ranking and Comments

☐ **Advanced**

☐ **Acceptable**

☐ **Needs Revision**

Components of The Schoolwide Supplemental Report	<p>Co-mingling Funds Schoolwide programs have the option to co-mingle funds from all the federal programs whose intent and purposes will be a part of their schoolwide program. When co-mingling funds, schoolwide programs DO NOT have to track how each program's dollars are spent; instead, the school should lump all the dollars together into one total to be used for all schoolwide program operations. However, within the schoolwide program, schools must identify how the intent and purposes of these programs are still met.</p> <p>List all federal program funding streams that will be consolidated into the schoolwide program.</p> <p>Describe how the intent and purposes of each of the above consolidated federal programs will be met.</p> <p><input type="checkbox"/> Applicable; this school is co-mingling its funds.</p> <p><input type="checkbox"/> Not applicable; this school is not co-mingling its funds.</p>		
Advanced	Acceptable	Needs Revision	
<input type="checkbox"/> A list of federal program funding streams to be consolidated is included. <input type="checkbox"/> The school provided <u>specific</u> descriptions of how the "intent and purpose" of each Title program co-mingled will be met. The co-mingled funds clearly work together to support schoolwide program.	<input type="checkbox"/> A list is included. <input type="checkbox"/> The list explains which funding streams will be consolidated along with which programs will remain distinctly separate.	<input type="checkbox"/> No list is provided. <input type="checkbox"/> No explanation of meeting the intent and purpose was provided.	
Reviewer Ranking and Comments <input type="checkbox"/> Advanced <input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision			

NDMILE COMPREHENSIVE CALENDAR Annual Expectations & Reporting

ALL NDMILE Schools	NDMILE Education Improvement	NDMILE Title I Schoolwide Planning	NDMILE Title I Schoolwide	NDMILE Title I Program Improvement
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	July – October Submission Date: October 31	November – January Submission Date: January 31	February – May Submission Date: May 31
TASKS – YEAR 1	<ul style="list-style-type: none"> ▪ Begin work to identify and record SMART Goals with an evaluation process and activities. ▪ Education Improvement schools will assess, determine the current level of implementation and how the indicator will look when fully implemented for 20 KEY indicators ▪ Title I Schoolwide Planning schools will: <ul style="list-style-type: none"> • Attend Schoolwide Meeting #1 • Submit statement of intent and documentation of poverty • Assess 20 KEY indicators • Plan and develop tasks for 3 KEY indicators 	<ul style="list-style-type: none"> ▪ Education Improvement schools will assess, determine current level of implementation and how the indicator will look when fully implemented for 39 KEY indicators ▪ Title I Schoolwide Planning schools will: <ul style="list-style-type: none"> • Attend Schoolwide Technical Assistance Meeting/WebEx • Assess 39 KEY indicators • Plan and develop tasks for 6 KEY indicators • Begin work on Title I Schoolwide Supplemental Report 	<ul style="list-style-type: none"> ▪ Submit SMART Goals. ▪ Education Improvement schools will assess, determine current level of implementation and how the indicator will look when fully implemented for 40 KEY indicators ▪ Title I Schoolwide Planning schools will: <ul style="list-style-type: none"> • Attend Schoolwide Technical Assistance Meeting/WebEx • Assess 40 KEY indicators • Plan and develop tasks for 6 KEY indicators • Submit Title I Schoolwide Supplemental Report • Submit Title I Schoolwide Cover Page

	July – October	November – January	February – May
	Submission Date: October 31	Submission Date: January 31	Submission Date: May 31
TASKS – YEAR 2	<ul style="list-style-type: none"> ▪ Update Steps 2 and 3 of NDMILE: <ul style="list-style-type: none"> • Step 2: Enter assessment data (optional) • Step 3: Update Team Members ▪ Education Improvement schools will plan for 3 KEY indicators. ▪ Title I Schoolwide schools will: <ul style="list-style-type: none"> • Review the school’s plan from the previous year using the NDMILE tool and will determine whether tasks have been completed (step 5), additional tasks should be added (step 5), or plans should be modified (step 6) • Maintain a balance of 15 active KEY indicators • Review and revise Title I Schoolwide Supplemental Report • Document schoolwide meetings and agendas with NDMILE tools ▪ Title I Program Improvement schools will: <ul style="list-style-type: none"> • Review the school’s plan from the previous year using the NDMILE tool and will determine whether tasks have been completed (step 5), additional tasks should be added (step 5), or plans should be modified (step 6) • Maintain a balance of 20 active KEY indicators • Review and revise Title I Program Improvement Supplemental Report • Document Program Improvement meetings and agendas with NDMILE tools 	<ul style="list-style-type: none"> ▪ Education Improvement schools will plan for 3 KEY indicators. ▪ Title I Schoolwide schools will: <ul style="list-style-type: none"> • Monitor tasks (step 5) and plan (step 6) • Maintain a balance of 15 active KEY indicators • Review and revise Title I Schoolwide Supplemental Report • Document schoolwide meetings and agendas with NDMILE tools ▪ Title I Program Improvement schools will: <ul style="list-style-type: none"> • Monitor tasks (step 5) and plan (step 6) • Maintain a balance of 20 active KEY indicators • Review and revise Title I Program Improvement Supplemental Report • Document Program Improvement meetings and agendas with NDMILE tools 	<ul style="list-style-type: none"> ▪ Revise and submit SMART Goals. ▪ Education Improvement schools will plan for 4 KEY indicators. ▪ Title I Schoolwide schools will: <ul style="list-style-type: none"> • Implement tasks • Monitor plan (step 6) • Maintain a balance of 15 active KEY indicators • Submit Title I Schoolwide Supplemental Report • Document schoolwide meetings and agendas with NDMILE tools • Host Schoolwide Annual Review and document with NDMILE tools ▪ Title I Program Improvement schools will: <ul style="list-style-type: none"> • Implement tasks • Monitor plan (step 6) • Maintain a balance of 20 active KEY indicators • Submit Title I Program Improvement Supplemental Report • Document Program Improvement meetings and agendas with NDMILE tools

	July – October	November – January	February – May
	Submission Date: October 31	Submission Date: January 31	Submission Date: May 31
TASKS – ONGOING	<ul style="list-style-type: none"> ■ Update Steps 2 and 3 of NDMILE: <ul style="list-style-type: none"> • Step 2: Enter assessment data (optional) • Step 3: Update Team Members ■ Education Improvement schools will maintain a balance of 10 active KEY indicators. ■ Title I Schoolwide schools will: <ul style="list-style-type: none"> • Review the school’s plan from the previous year using the NDMILE tool and will determine whether tasks have been completed (step 5), additional tasks should be added (step 5), or plans should be modified (step 6) • Maintain a balance of 15 active KEY indicators • Review and revise Title I Schoolwide Supplemental Report • Document schoolwide meetings and agendas with NDMILE tools ■ Title I Program Improvement schools will: <ul style="list-style-type: none"> • Review the school’s plan from the previous year using the NDMILE tool and will determine whether tasks have been completed (step 5), additional tasks should be added (step 5), or plans should be modified (step 6) • Maintain a balance of 20 active KEY indicators • Review and revise Title I Program Improvement Supplemental Report • Document Program Improvement meetings and agendas with NDMILE tools 	<ul style="list-style-type: none"> ■ Education Improvement schools will maintain a balance of 10 active KEY indicators. ■ Title I Schoolwide schools will: <ul style="list-style-type: none"> • Monitor tasks (step 5) and plan (step 6) • Maintain a balance of 15 active KEY indicators • Review and revise Title I Schoolwide Supplemental Report • Document schoolwide meetings and agendas with NDMILE tools ■ Title I Program Improvement schools will: <ul style="list-style-type: none"> • Monitor tasks (step 5) and plan (step 6) • Maintain a balance of 20 active KEY indicators • Review and revise Title I Program Improvement Supplemental Report • Document Program Improvement meetings and agendas with NDMILE tools 	<ul style="list-style-type: none"> ■ Revise and submit SMART Goals. ■ Education Improvement schools will maintain a balance of 10 active KEY indicators. ■ Title I Schoolwide schools will: <ul style="list-style-type: none"> • Implement tasks • Monitor plan (step 6) • Maintain a balance of 15 active KEY indicators • Review and revise Title I Schoolwide Supplemental Report • Document schoolwide meetings and agendas with NDMILE tools ■ Title I Program Improvement schools will: <ul style="list-style-type: none"> • Implement tasks • Monitor plan (step 6) • Maintain a balance of 20 active KEY indicators • Review and revise Title I Program Improvement Supplemental Report • Document Program Improvement meetings and agendas with NDMILE tools

**North Dakota Department of Public Instruction
State Title I Office Schoolwide Training**

**Steps 1-3
CNA & Goals**

NDMILE Register School

Comprehensive Needs Assessment

Ongoing Data Collection

Identifying Goals

Step 1: Register School

During the initial set up of NDMILE, a state or district provides the information found in School Registration. However, the process manager and/or principal should check the information carefully to make sure all is correct. It is especially important to have a current email address for the principal and process manager as this is the way the system communicates when a coaching comment is added or a login reminder must be sent. It is a good practice to revisit Step 1 at least once a year to check the information, or whenever a change in leadership occurs. Be sure to hit the "Save" button after any changes are made. Use the button at the top right of the page to return to the School Process Main page.

School Restructuring Setup - Windows Internet Explorer

http://www.centerii.org/SchoolRestructuring/SchoolRegister.aspx

File Edit View Favorites Tools Help

Google Search

United States Education Da... Center for Native American ... Driving Directions from Bism... Resources -- Title I, Part A ... http--kpirc.org-uploads-PBS1

School Restructuring Setup

North Dakota
School Registration

North Dakota Pisek School

Complete the following School Registration Information.

School Process Main

Hints Help

School Information Registered - 11/16/2009

School Name: North Dakota Pisek School

Address: PO Box 4321

City: Park River State: ND Zip: x

Phone: 123-456-7890 Fax: x Website:

School Principal

☐ Dr. ☒ Mr. ☐ Ms. ☐ Mrs. First name: Al Last name: Cruchet

Phone: 123-456-7890 Fax: x

Email: x@email.com

☒ **School Process Manager** (if other than the School Principal)
The Process Manager is responsible for overseeing the process at the School Level.

☐ Dr. ☐ Mr. ☒ Ms. ☐ Mrs. First name: Sophia Last name: Anderson

Position: Principal

Phone: Fax:

Done

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Step 2

Conduct a Comprehensive Needs Assessment

(Using the Victoria Bernhardt School Portfolio Model)

The Importance of Data

Data can help us:

- Replace hunches and hypotheses with facts concerning what changes are needed.
- Identify the root causes of problems, so we can solve the problem and not the symptom.
- Assess needs to target our services on important issues.
- Know if goals are being accomplished.
- Understand the impact of efforts, improvement plans, programs and their progress.
- Continuously improve all aspects of the learning organization.



Why Collect and Analyze Data?

- Improve instruction.
- Provide students with feedback.
- Measure program success and ways to improve.
- Make sure some students don't "fall through the cracks."
- Know which programs are getting the results we want.
- Get to the "root causes" of the problem.
- Guide curriculum development and revision.
- Meet state and federal requirements.

Multiple Measures of Data

1. Demographic
2. Perception
3. Student Achievement
4. School Program Data



Schools may use information from previously conducted needs assessments to create their schoolwide plan as long as the data is current and relevant.

Much of the information you will use will already be collected (i.e., state assessment scores, report cards), it's just that no one has looked at this information as a comprehensive whole to be used as a guide in whole school planning.

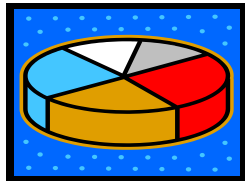
As the various areas are identified, more investigation and data collection will probably be needed.

When you analyze data, look for patterns. For example, chart reading progress reports by monthly averages. Is one month consistently lower than average, year after year? Why? Also, disaggregate data by subgroups, not only ethnic but any subgroups that exist at your school (examples: bus kids vs. town kids, boys vs. girls, morning vs. afternoon classes). Look for significant differences and determine why those differences exist.

Remember also to record the data that you discover in this part of the process. This data will be your baseline, and it will be the point you measure from when you determine future progress toward schoolwide goals. All progress will be compared against this data. For example, how will you know that the attitude of students and/or teachers has improved since the schoolwide operation if you never measured the level of positive attitude before schoolwide programming?

Four Types of Data

Demographic Data



Vital statistics regarding the students, families, staff, and community under examination.

- Poverty levels
- Backgrounds

Student Achievement Data



Data showing how students are performing academically.

- State assessment results
- Report cards

Perception Data



Data that collects the feelings and thoughts of students, their families, the staff and the community regarding their opinion of the learning environment.

- Surveys
- Questionnaires

Program Data



Data that describes how school programs operate and analyzes various school processes. Program data is the only data within control of the school.

- Continuums of processes
- Curriculum maps

**ND Department of Public Instruction
Schoolwide Planning Training**

Ideas for Demographic Data

- Enrollment
- Attendance
- Truancy
- Mobility
- Socioeconomic status
- Student behavior
- Limited English Proficiency
- Mode of transportation
- Special needs students
- LEP students
- Free and reduced lunch
- Age of parents
- Gender
- Ethnicity
- Parent education level
- Suspension/Expulsion
- Referrals
- Student employment
- Preschool attendance
- Migrant status
- Homelessness
- Grade level

Ideas for Program Data

- Curriculum Implementation
- Alternative program data
- Graduation rates
- Post graduation data
- Preschool program data
- Enrichment program information
- Special education program information
- Extra curricular participation
- Student/teacher ratio
- Teacher credentials data
- Parent/community volunteer data
- Teacher licensure data
- Teacher participation in professional development data
- Implementation of textbooks and resources
- Number and types of field trips

Ideas for Perception Data

- Parent surveys
- Students surveys
- School safety data
- Student wellness data
- Equity survey data
- Student self-concept data
- School climate data
- Newspaper editorials and letters
- Hotline information
- Suggestion box information
- Questionnaires
- Focus Groups

Ideas for Student Achievement Data

- State assessment data
- District assessment data
- End of year exams
- Report card grades
- Running records
- Guided reading level achievements
- Percentage correct/incorrect on basic skills
- Student writing samples
- IEP assessment data
- Alternate assessment data
- Preschool progress data

Thinking About Demographic Data

What do we know (demographically) about our students?	What else do we want to know?	How can we collect this data?	What might be some interesting ways to disaggregate the data?

Looking for Perception Data

What perception data do we have?	What specific questions would we like to ask?	What demographic information would we like on the survey?

Thinking about Student Achievement Data

Questions	Current Status	Desired Status
How is student learning measured in your school?		
How are student learning results used by teachers?		
Is other information available, but not collected?		
How do we want to disaggregate the student learning results?		

Thinking about Program Data

What program data is currently available to us?	What program data would we like to collect?	How would we go about collecting this data?

Making Sense of Data Discussion Worksheet

Group Name: _____ Date: _____

Data discussed on this worksheet: _____

Before we come to any conclusions or make any decisions about the use of this data, we must discuss...

What do we <u>know</u> as a result of examining this data?	What do we <u>think</u> as a result of examining this data?	What <u>don't</u> we know as a result of examining this data?	What do we <u>want</u> to know as a result of examining this data?	How <u>does/will</u> this data help us improve instruction?

We have the data, now what?

All staff meeting—Example method for reviewing data:

1. Allow everyone to look over the data.
2. Focus the group on one piece of data, e.g., disaggregated questionnaire data.
3. Each person say what they see is important.
4. Record observations on chart paper.
5. Go around again asking staff to look deeper and identify connections to items already mentioned.
6. Look at chart paper and classify related items.
7. Continue the process a third time, this time looking at a different piece of data, e.g., disaggregated student achievement results.
8. Continue the process until all important pieces of data have been discussed. Look at the relationships you have identified. Begin to brainstorm meanings of the data and possible solutions.

Brainstorming for Solutions:

- All schoolwide activities must be based on the results of the needs assessment.
- Solutions= instructional activities that focus on improving the core academic program of the school and are rooted in “scientifically-based research.”
- High quality, ongoing professional development should be the cornerstone of your plan.
- Think about how you will implement the ten required components of schoolwide planning
 1. comprehensive needs assessment
 2. use of effective instructional strategies
 3. highly qualified professional staff
 4. high quality, ongoing professional development
 5. attracting high-quality, highly qualified teachers
 6. increase of parental involvement
 7. assisting preschool children
 8. including teachers in decision making
 9. effective, timely assistance
 10. Coordination and integration of programs

Step 3

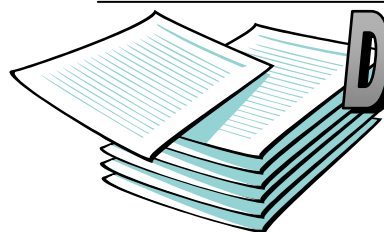
Use the Needs Assessment Data to Identify 1-4 Goals

Organize the Data

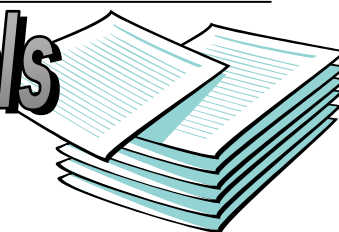
- Organize the data so that it is easy for others to assess exactly what the data is saying. For example, although percentages do provide a great deal of information, it may be easier to visualize what the percentages mean if they are organized in graph form.
- WestEd's *Schoolwide Reform: A New Outlook* suggests, "...surveys or questionnaires should be organized by key categories so that responses from various groups can be aggregated. . ." Also, "Data summary sheets help you to determine patterns and make calculations easier. For example, tally sheets include all response options and allow you to tally the number of times each response was used. These tallies help with determining numbers of responses, percentages of responses, and the average response to each item."

Moving from Data to Goals/Target Areas

- Use "Making Sense of Data" worksheet to facilitate discussion each time you consider new data. This worksheet should assure that your target areas are directly linked to your needs assessment data and not results of assumptions.
- Remember that analyzing data may often lead you to recognize that more data is needed. The needs assessment process is not linear and will often require you to move back and forth between gathering and analyzing data.
- At the end of your analysis of the needs assessment data, you will identify 1-4 goals or target areas that will become the foundation of your schoolwide plan. Once these goals are identified, the schoolwide planning committee should share the goals with the entire school staff and parents. Then the school should form Schoolwide Focus Groups for each goal/target area identified.



Data Map-Creating Schoolwide Goals



Problem Area: _____

Causal Data #1:

Check type(s) of data:

(check all that apply)

- ☐ Student Achievement
- ☐ Demographic
- ☐ Perception
- ☐ School Programs



Causal Data #2:

Check type(s) of data:

(check all that apply)

- ☐ Student Achievement
- ☐ Demographic
- ☐ Perception
- ☐ School Programs

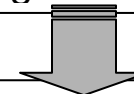


Causal Data #3:

Check type(s) of data:

(check all that apply)

- ☐ Student Achievement
- ☐ Demographic
- ☐ Perception
- ☐ School Programs



Summary of Problem:

Possible Goal and Solutions:

S.M.A.R.T. Goals

Specific, Measurable, Attainable, Results-Oriented, and Time-Bound

S - Specific (What do you want to measure?)

M - Measurable (How are you going to measure it?)

A - Attainable (Is this a reasonable goal?)

R - Results-oriented (What will your goal look like when you've reached it?)

T - Time-Bound (When should you reach your goal?)

Example of S.M.A.R.T. goals:

Not a S.M.A.R.T. Goal:

Students will improve their writing skills in English 2.

Goal does not identify a measurement or a time frame.

S.M.A.R.T. Goal:

By June 2010, 90% of English 2 students will score a 3 or better on the conventions rubric as evidenced by the 2009-2010 ND Public Schools Writing Assessment.

Not a S.M.A.R.T. Goal:

Students will improve their reading fluency.

Goal does not identify the "who", a measurement, or a time frame.

S.M.A.R.T. Goal:

By June 2010, 90% of first grade students will score at low risk in oral reading fluency as evidenced by the 2009-2010 ND Public Schools DIBELS Assessment.

Other Examples:

By June 2010, 75% of economically challenged students will demonstrate proficiency in Reading on the North Dakota State Reading Assessment as evidenced by the 2009-2010 ND Public School AYP Report.

By June 2010, 90% of 7th grade mathematics students will earn a grade of A, B, or C as evidenced by the 2009-2010 ND Public Schools Report Card.

#

**North Dakota Department of Public Instruction
State Title I Office Schoolwide Training**

Steps 4-6

Schoolwide 10 Components

**North Dakota Department of Public Instruction
State Title I Office Schoolwide Training**

NDMILE Register School

Comprehensive Needs Assessment

Ongoing Data Collection

Identifying Goals

Please refer to the tab that reads

**Steps 1-3
CNA & Goals**

North Dakota Department of Public Instruction State Title I Office Schoolwide Training

Schoolwide Reform Strategies Overview

Schoolwide law requires that schools implement reform strategies and initiatives that:

- ❖ provide opportunities for **all children to meet the State's proficient and advanced levels of student academic achievement**
 - *What does "standards-based instruction" look like?*
- ❖ are based on **scientifically-based research (SBR)**
 - *Questions to ask to determine SBR*
 - *Documenting scientifically-based research*
 - *How to document research-based instruction - SAMPLE*
- ❖ strengthen the **core academic program** in the school
 - *Core academic subject areas*
- ❖ increase the **amount and quality of learning time**, such as providing an extended school year and before- and after-school and summer programs and opportunities
 - *What does an effective after-school program look like?*
- ❖ help provide an **enriched and accelerated** curriculum
 - *What does an enriched and accelerated curriculum look like?*
- ❖ meet the educational needs of **historically underserved populations**
 - *How might a school assist historically underserved populations?*
- ❖ address the needs of all children in the school, but particularly **the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards** who are members of the target population of any program that is included in the schoolwide program
 - *What do activities and strategies that address the needs of at-risk, low achieving students look like?*
 - *Teacher self-assessment of classroom practices to support the at-risk learner*
- ❖ are consistent with, and are designed to implement, the **State and local improvement plans**
 - *Designing school improvement and other required plans*

What does “Standards-Based Instruction” look like?

- × **Standards are used as a goal for all students. All teachers expect all students to meet the state’s proficient standard of achievement.**
- × **Standards are on display throughout the classroom; they are a point of discussion in every lesson.**
- × **Students know what the standards are and how they will be expected to demonstrate achievement of the standards.**
- × **Assessment is used in the classroom on a regular basis to gauge student learning and to provide feedback for the teacher on how students are doing in relation to the standards.**
- × **Assessment in the classroom is not used as a method of simply judging student work, but instead is used to help teachers understand what more instruction students need.**
- × **Students are given a wide variety of opportunities and methods to demonstrate what they know and can do.**
- × **Classroom activity and assignments demonstrate that students must use higher-Order thinking skills like application of knowledge, manipulation of ideas, and hypothesizing to solve real-world problems.**
- × **The teacher uses a variety of instructional methods on a daily basis in order to try and meet the needs of all students in the classroom.**
- × **All teaching materials are chosen with the standards in mind.**
- × **Depth of knowledge is emphasized rather than breadth of knowledge. Students are not expected to simply regurgitate facts and information that will not be kept in long-term memory.**
- × **Assessment reflects the type of higher order thinking skills that are required in the lessons. Students are allowed to create products and performances to demonstrate knowledge.**



North Dakota Department of Public Instruction
Documenting Scientifically Based Research

This tool, *Documenting Scientifically Based Research*, may be used by school personnel to document how the programs and teaching strategies employed at the school are driven by scientifically based research.

Scientifically Based Research – research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Program/teaching strategy under study: _____

The research supporting this program...

YES

NO

◆ Employs systematic, empirical methods

Does the research have a sound theoretical foundation?		
How were the data obtained for the experiment? (observation, experimental, etc.)		
Were the data collected from all appropriate groups and not just from certain groups? (LEP, Special Education, minorities, low income, etc.)		
Were the data observed or collected from multiple subjects? (teachers, students, school, etc.)		

◆ Involves rigorous data analyses

Is the hypothesis stated?		
Does the research test the stated hypotheses?		
Does the research justify the general conclusions drawn?		
Does the research report the sample size and the statistical procedures used?		
Do the researchers analyze the data in a manner appropriate to the research question of interest?		
Did the research findings present convincing documentation that the results were caused by the intervention?		

◆ Relies on measurements that provide reliable and valid data

Were the research biases minimized? (research done by developers, third party, independent evaluators, etc.)		
Were the data measured consistently?		
Does the study look at the appropriate information to address its questions?		
Do the measures discussed and analyzed correspond to the concepts being studied?		
Did repeated measurements on subjects taken under similar circumstances produce similar results?		

◆ Uses experimental or quasi-experimental designs

Does the research use an experimental or quasi-experimental design?		
Are the subjects in the study divided randomly into at least two groups, with at least one group using the practice or program of interest and one group not using it?		
Was the study designed to optimize the investigator's ability to answer the research question?		
Were subjects randomly divided into groups?		
If subjects are not divided into the groups randomly, were the groups selected to ensure that subjects share similar background characteristics such as economic well-being or previous academic achievement?		
Does the research minimize alternative explanations for observed effects?		
Does the study make a determination that the practice or program was used appropriately and fully as intended?		

◆ Ensures that studies are clear and detailed to allow for replication

Are the findings clearly described and reported?		
Are the results of the research sufficiently detailed so that replication of the design is possible?		
Are the findings presented fairly and objectively?		

◆ Has been reviewed or accepted by independent experts

Has the research been accepted by a peer-reviewed journal or approved by a panel of independent experts?		
Have unbiased experts who were not a part of the research study reviewed the research?		

◆ If necessary, attach comments on an additional sheet.

By signing below, I verify that the research findings for this program/product/curriculum meet the definition of Scientifically Based Research as identified in the *No Child Left Behind Act of 2001*.

Reviewer's Signature

Date

The resources below were used to compile this document.

- [Texas Document for Evidence of SBR](#), Determining Whether Programs or Instructional Materials Have Evidence of SBR.
- [Questions to Ask to Determine SBR](#), Comprehensive School Reform Program Office, Office of Elementary and Secondary Education, USDE.
- [Review Form for Programs that are Scientifically Research-Based](#), Dr. Dianne C. Buhr, NEFEC Region II Technical Assistance Center.

North Dakota Department of Public Instruction
State Title I Office

**How to Document Research Based Instruction
SAMPLE**

This tool, *How to Document Research Based Instruction*, may be used by school personnel to document how the programs and teaching strategies employed at the school are driven by research based instruction as required by the NCLB Act.

Title I Teacher: Teacher's Name **School Year:** 2010-2011

READING	Supplemental reading instructional strategies, that are research based, used in Title I to assist Title I students.	Evidence of Research Based Practices
	<ul style="list-style-type: none"> • Phoneme Identification • Direct Vocabulary Instruction • KWL Chart 	<ul style="list-style-type: none"> • Vaughn, S. & Linan-Thomas, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. ASCD Alexandria, VA. • Stahl, S. A. (1986). Three principles of effective vocabulary instruction. <i>Journal of Reading</i>. 29, 662-668. • Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. <i>The Reading Teacher</i>. 39, 564-570.
MATHEMATICS	Supplemental mathematics instructional strategies, that are research based, used in Title I to assist Title I students.	Evidence of Research Based Practices
	<ul style="list-style-type: none"> • Use of Manipulatives • Developing Verbal Skills to Communicate Ideas • Graphic Organizers 	<ul style="list-style-type: none"> • Grouws, D.A. & Cebulla, K.J. (2003). <i>Improving Student Achievement in Mathematics, Part 1: Research Findings</i>. • Baxter, Woodward & Olson. (2001). Effects of Reform-Based Mathematics Instruction on Low Achievers in Five Third-Grade Classrooms. <i>The Elementary School Journal</i>. 101: p.545. • Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>. p.75.
OTHER	Supplemental strategies, that are research based, used in Title I to assist Title I students.	Evidence of Research Based Practices
	<ul style="list-style-type: none"> • After School Programming – One-on-One Tutoring • Parent Involvement Through Our Summer School Program 	<ul style="list-style-type: none"> • Miller, K. & Snow, D. (2004). <i>Noteworthy perspectives: Out-of-school time programs for at-risk students</i>. Aurora, CP: Mid-continent Research for Education and Learning. • CCSSO. (2005). <i>Summer Learning Opportunities in High Poverty Schools</i>.

North Dakota Department of Public Instruction State Title I Office

CORE ACADEMIC SUBJECT AREAS

The *No Child Left Behind* (NCLB) Act defined the term “core academic subject areas.” Schoolwide schools are to focus their reform strategies on activities that strengthen these core areas.

To date, the North Dakota State Title I office will allow schools to also implement activities that meet their “affective” goals. However, schools are cautioned that as the U.S. Department of Education develops and releases its schoolwide guidance under NCLB, focusing efforts on “affective” goals may change.

Listed below are the subjects defined as “core academic subject areas.”

- English
- Reading or Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics and Government
- Economics
- Arts
- History
- Geography

What does an effective after-school program look like?



- ☐ **The after-school program is aligned to schoolwide goals.**
- ☐ **All participants know and understand these goals.**
- ☐ **All after-school activities are aligned to the goals.**
- ☐ **Highly qualified staff is employed in the after-school program.**
- ☐ **All after-school staff is involved in schoolwide program training. They are informed about the schoolwide plan, and play a major role in its implementation.**
- ☐ **The program enhances the instruction provided during the regular school day.**
- ☐ **Volunteers who work in the after-school program have experience working with kids. Special training is provided.**
- ☐ **The after-school program follows appropriate safety, health, and nutrition rules.**
- ☐ **The after-school program partners with community organizations that can support and contribute to the after-school program.**
- ☐ **The after-school program maintains regular, ongoing communication with parents.**
- ☐ **The after-school program meets the needs of working parents.**
- ☐ **The after-school program focuses on enrichment rather than repeating basic skills instruction.**
- ☐ **Students' interests are taken into account when designing programmatic after-school activities and the after-school curriculum.**
- ☐ **The curriculum is aligned to the regular school day's curriculum.**
- ☐ **Regular school day teachers and after-school teachers meet regularly to discuss the progress of students.**



What does an “enriched and accelerated curriculum” look like?

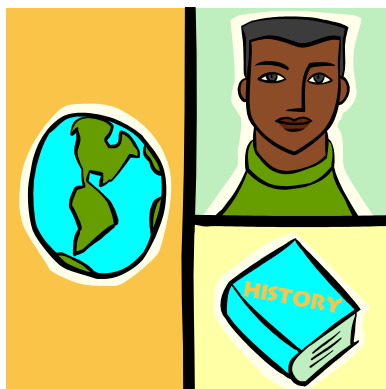
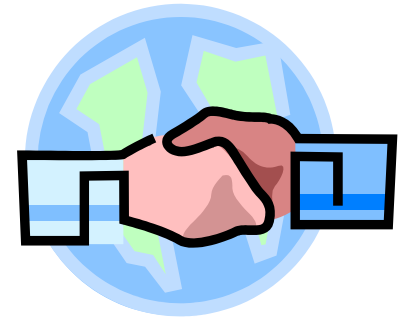
- ❑ **Uses the latest research about what environments are most conducive to learning.**
- ❑ **Offers interesting and challenging learning opportunities for all students.**
- ❑ **Provides students with opportunities to solve real world problems and identify and create new solutions.**
- ❑ **Recognizes the power of connecting to the student’s prior knowledge and experience to improve new learning.**
- ❑ **Recognizes that physical movement in the classroom can improve cognitive development, creativity, and therefore improve student learning.**
- ❑ **Provides students the opportunity to learn from various learning styles including auditory, visual, and kinesthetic styles.**



- ❑ **Students are not considered passive observers in the learning process, listening to teachers lecture, but instead must be active, engaging in problem solving, asking questions and researching answers as they learn.**
- ❑ **Allows all students to learn at their own pace and utilize their learning strengths.**

How might a school assist “historically underserved populations?”

- ❑ **Schools should first conduct research to determine exactly which “historically underserved populations” exist at the school.**
- ❑ **Historically underserved populations may include:**
 - **Women/Girls**
 - **Minorities**
 - **English Language Learners**
 - **Special Needs Students**
 - **Low Income Family Students**
- ❑ **Next, the school should use the latest research about what programs, activities, or environments are most conducive to learning for these underserved populations.**
- ❑ **The school should develop or implement programs that meet the unique needs of these underserved populations.**



- ❑ **The programs, activities or environments should be interesting and challenging learning opportunities for all students, but especially for these underserved populations.**
- ❑ **The school should continually review information regarding the populations attending the school.**
- ❑ **Programs should also be under continual review so the school can ensure that all needs of historically underserved populations are being met.**

What do activities and strategies that address the needs of at-risk, low-achieving students look like?

- ❑ **Teachers in the school continually review classroom practices that support at-risk learners and inform instruction and services accordingly. (Use the Teacher Self-Assessment of Classroom Practices to Support the At-Risk Learner tool, retrieved from www.vansd.org.)**
- ❑ **Additional services may include:**
 - **Counseling services**
 - **Individualized pupil services (i.e., tutoring)**
 - **Mentoring services**
 - **College awareness and preparation/college guidance**
 - **Career awareness and preparation/career guidance**
 - **Personal finance education**
 - **Innovative teaching methods**
 - **Team teaching**
 - **Applied learning**
- ❑ **School continually reviews programs and services to determine if the needs of the at-risk, low-achieving students are adequately met.**



Designing School Improvement and Other Required Plans

Mission Statement— What is our vision?

Comprehensive Needs Assessment

Identify Target Goals for All School Plans

Schoolwide Plan

Choose activities that are aligned to your goals AND that meet the ten required components of schoolwide planning.

Title I Program Improvement Plan

Focus on specific, activities that will occur over the next two years and that will help you raise student achievement in mathematics and reading on the ND state assessment.

State Education Improvement

Choose activities to help you reach your Target Areas/Goals.

NCA Plan

Identify which activities that you are required to do for NCA criteria will match up with the ten required components of schoolwide planning and use narratives from that plan. Identify additional activities for inclusion in the NCA action plan.

Activities described in each plan should be continuous, sustained, and reaching toward student achievement. Activities can and SHOULD cross over between plans.

Conduct an Annual Evaluation of ALL Plans/Efforts

Evaluate, using specific data and performance indicators, how well activities are going and whether or not they are helping you reach your target areas/goals.

Identify new target areas/goals, if appropriate. Update/modify activities in each plan based up the results of the annual review.

Highly Qualified Teachers

Requirement

Much research in the past few years has been proving that the quality of the teachers vastly effects student learning. The *No Child Left Behind Act* requires schools to make sure that all staff at a school are highly qualified.

Researchers have been working to understand teacher quality. According to current research, teacher quality is the most important factor influencing student achievement. Obviously, schools working to raise academic achievement need to be concerned with the quality of the teachers at the school.

The professional qualities of teachers matter, both in terms of content knowledge (as required by the *No Child Left Behind Act*, and in terms of pedagogy preparation. Since raising the academic achievement of all students is of paramount importance in a schoolwide school they need to focus on both making sure that all teachers are highly qualified as required by NCLB, and that all teachers are working to improve in terms of the pedagogy of teaching.

Schools also need to make sure that all instructional paraprofessionals (regardless of what funds pay their salaries) meet one of the three qualifications identified in Title I law for aides/paraprofessionals: (1) Completed two years of study at an institution of higher education; (2) Obtained an associate's (or higher) degree; or (3) Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [section 1119(c) and (d)].

Instructional aides/paraprofessionals in a Title I schoolwide program must be used appropriately. They should be hired to assist teachers, not provide instruction to students. Aides/Paraprofessionals in a Title I schoolwide program are allowed to have the following duties:

- (1) Provide one-on-one tutoring, if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- (2) Assist with classroom management, such as organizing instructional and other materials,
- (3) Provide instructional assistance in a computer laboratory,
- (4) Conduct parental involvement activities,
- (5) Provide support in a library or media center,
- (6) Act as a translator, or
- (7) Provide instructional support services under the direct supervision of a teacher.

Documentation

The best documentation of the highly qualified teachers component is the summary of teacher qualifications collected as part of the "Parent's Right to Know" clause requirements. Aides/paraprofessionals should also be included on this form to document their qualifications.

Going beyond the content knowledge required for highly qualified teachers under NCLB, schoolwide programs should also focus on what they are doing to improve the pedagogy of all teachers at the school. Meeting this requirement would go hand in hand with a high quality professional development program. To document this, schoolwide programs could identify professional development activities that are focused on improving the methodology of all classroom teachers, specifically focusing on utilizing scientifically based instructional strategies.

Resources

AACTE Education Policy Clearinghouse—Teacher Quality—www.edpolicy.org/research/teacherq/index.php
ND Education Standards and Practices Board—www.state.nd.us/espb/

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Do I need a reading/math credential if my school is Title I schoolwide?

The answer to this question is “it depends.”

Yes, you need a Title I credential if...

as a schoolwide school, your school has designed a comprehensive plan for improvement that includes providing extra assistance to students who are struggling academically. Any teacher who has been assigned the position of providing extra assistance will need a reading and/or a math credential.

The following are examples of schoolwide positions that would need a credential:

- Teacher pulling students out of the classroom who need extra help
- Teacher providing tutoring to teacher-identified struggling students during the regular school day
- Teachers whose only duty at any time during the day is to provide extra academic assistance to struggling students,
- Reading/math coach
- ESL Title I teacher (may also hold a bilingual endorsement in lieu of a Title I credential)
- Coordinator who is responsible for the entire reading program at the school, which includes coordinating teacher planning for low-achieving students

Essentially, any individual paid with Title I funds and providing direct services to students must hold the appropriate credential.

If your schoolwide plan includes such positions, these teachers should attend the Title I sponsored events to stay current on Title I regulations and best practices.

No, you don't need a Title I credential if...

the schoolwide program does not have positions in which specific teachers are assigned duties of helping only low achieving or academically struggling students.

The following are examples of schoolwide positions that would not necessarily need a credential:

- | | |
|--------------------------------|---------------------------|
| ▪ After school teacher | ▪ Curriculum coordinator |
| ▪ Summer school teacher | ▪ Homeless liaison |
| ▪ Data coordinator | ▪ Social worker/counselor |
| ▪ Class-size reduction teacher | ▪ Nurse |
| | ▪ Parent coordinator |

Schoolwide programs are encouraged to design programs that better meet the needs of their schools and their students. Therefore, traditional Title I roles may be eliminated and staff may be hired specifically to provide other types of services including coordinating parental involvement events, managing school improvement and professional development efforts, or other roles that the school believes may improve the academic achievement of all students at the school. These staff, regardless of whether or not they are paid with Title I funds, would not need to have a Title I math or reading credential.

In summary...

although a schoolwide program may eliminate the traditional role of a Title I teacher, the point of schoolwide programming is still to meet the needs of educationally disadvantaged students. The idea is that it may be possible to meet the needs of these students through what might be considered non-traditional or innovative programming. Some schoolwide schools have met the needs of all students by reducing class size, hiring professional teaching coaches to improve all teachers' instructional methods, or hiring a parental involvement coordinator who increases parental involvement. Successful schoolwide programming requires looking at the needs of the students at your school and devising a program that best meets their needs, with or without traditional, pull out, supplemental instruction.

The main factor in determining if a teacher needs a Title I credential is not whether he/she works in a targeted assistance program. Rather, the main factor is the position he/she fills at the school. If a teacher is providing academic assistance primarily to struggling or academically challenged students, then he or she, regardless of whether or not the school is schoolwide or targeted assistance, does need a Title I credential.

If you have questions regarding this issue, please contact:

Department of Public Instruction
State Title I Office
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

Telephone: (888) 605-1951
Fax: (701) 328-4770
Website: www.dpi.state.nd.us/title1/index.shtm

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Do I need a schoolwide coordinator credential?

The answer to this question is “it depends.”

You need a schoolwide coordinator credential if...

Your school has assigned someone the responsibility of managing your schoolwide program and that individual is being paid with schoolwide Title I funds. In this circumstance, this individual would need a TIC-3, schoolwide coordinator credential. The amount of time this individual would spend on the schoolwide program can not overlap with other responsibilities assigned by the school or outlined in a contract.

For instance, an individual who is being paid as a schoolwide coordinator **MUST** have a portion of his/her day dedicated to schoolwide programming. This must be outlined in their district contract. It would not be acceptable to have an individual whose district contract is 50% administrator and 50% principal also be paid as a schoolwide coordinator.

The responsibilities of a schoolwide coordinator may include, but are not limited to, the following items:

- Complete and submit all required paperwork for the schoolwide program.
- Supervise teachers on the implementation of the schoolwide plan and appropriate instructional strategies.
- Participate in designing Title I budget.
- Conduct parent involvement activities.
- Oversee the after school program.
- Takes primary responsibility for the supporting teachers in implementing the schoolwide plan.
- Gathering and managing student achievement data on a monthly or weekly basis including creating reports on this data and sharing and working with teachers in understanding and applying the data to the classroom.
- Gathering and managing schoolwide program implementation data on a monthly or weekly basis to maintain the successful implementation of the plan and make changes as needed..
- Facilitating professional development activities that help teachers learn how to use the data to improve instruction.
- Responsible for conducting the yearly evaluation (Annual Review) of the implementation of the schoolwide plan, including facilitating data collection to analyze each aspect of the plan, summarizing the data for the schoolwide leadership committee, and completing and submitting the Annual Review of the Schoolwide Program form to the State Title I office each year.
- Lead and participate in high quality professional development for the entire school community, including identifying research-based topics that apply to the plan, coordinating and leading meetings, summarizing meeting results, and monitoring the application of professional development in the classroom.

If your schoolwide plan includes such a position, this individual will be required to participate in department-sponsored Title I workshops/trainings, as evidenced by a certificate of attendance in order to renew the coordinator credential.

If you have questions regarding this issue, please contact:

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State Title I Office
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Bismarck, ND 58505-0440

Telephone: (888) 605-1951

Fax: (701) 328-4770

Website: www.dpi.state.nd.us/title1/index.shtm

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Aides/Paraprofessionals in a Schoolwide School

An aide/paraprofessional is an individual who assists students under the direction of a professional teacher. The US Department of Education guidance defines an aide/paraprofessional as an employee who provides instructional support, by reinforcing a teacher's affect in the classroom, in a program supported with Title I Part A funds.

- Direct supervision means:
A paraprofessional works under the direct supervision of a teacher if (1) the teacher prepares the lesson and plans the instructional support activities the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and (2) if the paraprofessional works in close proximity with the teacher.
- Aide/paraprofessional requirements of the *No Child Left Behind* (NCLB) Act state:
Upon hire, Title I aides/paraprofessionals must meet one of the following three requirements to be employed in a Title I program:
 1. obtain an associates degree (or higher) from an institution of higher education; or
 2. complete at least two years of study at an institution of higher education; or
 3. meet a rigorous standard of quality, which includes an assessment of reading, writing, and math. North Dakota has three assessments on its State approved list.
- Schools are required to have a job description for all staff employed. The job description outlines whether an individual is employed as an aide/paraprofessional or as a teacher.
- Allowable duties for aides/paraprofessionals:
 1. Providing one-on-one tutoring for eligible students, only at a time when a student would not receive instruction from a teacher;
 2. Assisting classroom management (in a schoolwide setting only) or assisting with classroom management in the Title I room (in a targeted assistance program);
 3. Providing computer lab assistance (for identified Title I students in a targeted assistance program);
 4. Conducting parental involvement activities (for identified Title I students in a targeted assistance program);
 5. Serving as a translator (for identified Title I students in a targeted assistance program);
 6. Providing support in a library or media center. In a targeted assistance program, any services provided by a Title I-paid aide would have to be supplemental and target identified students; and
 7. Providing instructional support services under the direct supervision of a teacher (in a targeted assistance program Title I-paid aides must be under the direct supervision of a Title I teacher).
- These regulations are not meant to apply to those persons who are in training or hold administration positions, such as student teachers or interns.
- Who needs to meet the requirement?
In a schoolwide program, Title I funds support all teachers and paraprofessionals. Therefore, the requirements apply to all aides/paraprofessionals with instructional duties, regardless of whether the position is funded with Title I funds. This includes aides paid with district, Title I, special education, BIA, or other funding sources.
- Certificate of completion requirement:
The State Title I office requires Title I aides/paraprofessionals to document their compliance with these regulations. The Department of Public Instruction has designed a certificate of completion issued to aides/paraprofessionals which documents that the aide/paraprofessional has met one of the three requirements stated above. The application for the certificate of completion is available at www.dpi.state.nd.us/forms/sfn53923.pdf.

If you have questions regarding this issue, please contact:

Department of Public Instruction
State Title I Office
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

Telephone: (888) 605-1951

Fax: (701) 328-4770

Website: www.dpi.state.nd.us/title1/index.shtm

CAN TITLE I FUNDS BE USED TO HIRE ...

Position	Targeted Assistance School	Schoolwide School (if outlined in the approved schoolwide plan)	Program Improvement School with Additional PI Funds	Qualifications	MIS03 or PER02 Coding
					<div> <div>Position</div> <div>Area of Resp.</div> <div>Course Code</div> </div> <div>## - ### - #####</div>
Title I Teacher	Yes	Yes	Yes	Title I Credential	70-113-(see website #1)
After School – Summer School Teachers	Yes, for Title I students only	Yes	Yes	Certified Teacher in Area of Licensure	N/A – Not reported on MIS03 or PER02
Data Coordinator	No	Yes	Yes	None	22-260-00061
School Improvement Coordinator	No	Yes	Yes	None; State Licensure is Recommended	22-260-00061
Reading or Math Coach (works with staff and students)	Yes, with a focus on at-risk students	Yes	Yes	Title I Credential	Reading: 22-261-00086 Math: 22-261-00056
Class-size Reduction Teacher	No	Yes	Yes	Certified Teacher in Area of Licensure	70-145-(see website #2)
Principal	No	No	No	NDAC 67-11	(see website #3)
Schoolwide Coordinator	No	Yes	No	Title I Coordinator Credential	22-113-00059
Homeless Liaison	Yes, partially, if Title I duties are included	Yes, if Title I duties are included	No	None	22-260-00061
ESL Teacher	Yes, for Title I students only as a supplemental service	Yes	Yes	Title I Credential or a Re-education for a Bilingual/Language Endorsement	PK-6: 70-014-24001 7-8: 70-014-24005 9-12: 70-014-24010
Counselor/ Social Worker	Not typically	Only if the FTE is above and beyond what non-Title I schools receive	Yes	Counselor Credential/ Licensed by the North Dakota Board of Social Work Examiners	Counselor K-6 37-516-00066 Counselor 7-12 37-516-00067 Social Worker (PER02): 60-521-N/A
Nurse	No	Yes	No	Licensed by the North Dakota Board of Nursing	PER02: 58-113-N/A
Preschool Teacher	Yes, for Title I students only	Yes	Yes	K-6 or K-8 Licensure, B3 Licensure, Kindergarten Endorsement, or B3 Endorsement	70-004-00095
Title I Coordinator	Yes	Yes	Yes	Title I Coordinator Credential	TIC 1: 22-113-00057 TIC 2: 22-113-00058 TIC 3: 22-113-00059
Parent Coordinator/Liaison	Yes, for Title I issues only	Yes	Yes	None	22-260-00061
Aides/paraprofessionals	Yes, for Title I students only	Yes	Yes	Title I Paraprofessional Certificate of Completion	PER02: 71-113-N/A
Intervention Specialist or Strategist	Yes	Yes	Yes	Title I Credential	70-113-(see website #1)
Student Performance Strategist	No	No	No	Required by NDCC	65-122-00097
Transition Coordinator	No	Yes	Yes	None	22-262-00084
Attendance Officer	No	Yes	Yes	None	PER02: 06-511-N/A
Instructional Coach (works with staff only)	Yes, with a focus on at-risk students	Yes	Yes	Valid ND Teaching License	39-261-00098

Updated 07-27-10

Website #1 – www.dpi.state.nd.us/title1/targeted/require/read/mis03.pdf

Website #2 – www.dpi.state.nd.us/resource/corscode/index.shtm

Website #3 – www.dpi.state.nd.us/resource/ORS/mis/mis03_instr.pdf

North Dakota Department of Public Instruction State Title I Office

Schoolwide Professional Development Overview

Schoolwide law requires that schools conduct high-quality, ongoing professional development.

For the lowest-achieving students to meet high standards, their **entire instructional program**, not just a separate Title I program, must be substantially improved.

The following resources have been created and gathered to assist in implementing this requirement.

- ❖ **Schoolwide Guidelines for Professional Development**
- ❖ **Using Title I Funds for Professional Development**
- ❖ **What does high-quality, ongoing professional development look like?**
- ❖ **Making Time for Teams**
- ❖ **Making Workshops Effective** –Please refer to the tab “**Resources**”
- ❖ **National Staff Development Council (NSDC) Self-assessment and Planning Tool on School Staff Development-** Please refer to the tab “**Resources**”
- ❖ **Collegial Study Groups** –Please refer to the tab “**Resources**” or the Title I website at www.dpi.state.nd.us/title1/profdev/studygroups.pdf
- ❖ **Embedded Professional Development: Strategies and Resources for Implementation** –Please refer the Title I website at www.dpi.state.nd.us/title1/schlwide/embprof.pdf

Schoolwide Guidelines for Professional Development

Reform requires that teachers learn new roles and new ways of thinking.

NCREL, Critical Issue: Finding Time for Professional Development

- All activities paid for by the district should be directly aligned to schoolwide (and other school improvement) goals.
- Schools are required by the state to design a professional development plan. If you are a schoolwide program, this should be easy. The professional development plans requires...
 - Needs assessment (done)
 - Goals (done)
 - Activities aligned to performance indicators (done)
 - Performance Indicators (done)
 - Evaluation (done)
- All activities for professional development should be long term involving time for practice, implementation, and evaluation of the effect on student success.
- Collaboration is the motivation behind each staff development endeavor working together to improve student achievement.
- Professional development activities should be determined by the target area teams.
- Evaluation of professional development activities should be ongoing (along with schoolwide ongoing evaluations).
- Activities should be grounded in research that demonstrates that, if implemented correctly, the professional development will produce positive student results.
- Mentoring, guided practice, study groups, action research, and curriculum work are all examples of effective professional development time.
- TIME, TIME, TIME

Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators. Teachers, administrators, and other school system employees need time to work in study groups, conduct action research, participate in seminars, coach one another, plan lessons together, and meet for other purposes.

NCREL, Critical Issue: Finding Time for Professional Development

Ideas for Attracting and Retaining Teachers

Design “new teacher” support systems. Ideas include:



- Include training in school programs, instruction, effective discipline methods, and other areas of concern to new teachers.
- Include a welcome inservice for new teachers to introduce school policies and procedures.
- Conduct ongoing evaluations of new teachers with effective support follow-up.
- Work with North Dakota’s Education Association, to partner teacher into a high-quality mentorship program.
- Design your own mentorship program. Suggestions for the mentorship program (from *Teachers for Our Schools*, Yussen, Browning, Colby, Minnesota Department of Children, Families and Learning) include:
 - Have opportunities to earn graduate course credit towards a master’s degree.
 - Begin no later than the first semester of teaching, but preferably in the summer four weeks before school begins.
 - Emphasize these skills: knowledge appropriate to the teacher’s position, skills and strategies for teaching to the state’s academic standards, using technology for instruction, using data to guide instruction.

Attracting and retaining experienced teachers:



- Offer incentives in the form of funding and excused professional leave to paraprofessionals in obtaining a teaching license. Target paraprofessionals who have long-term experience in the district and a commitment to the local community.
- Provide funding and excused professional leave to experienced teachers who are willing to take required classes to gain licensure to teach in high-need areas.
- Provide full compensation for all classes required for renewal of teaching licenses.
- Increase annual leave time on teacher contracts.
- Increase decision-making responsibilities and authority of teachers to interest them in what’s happening at the school and increase ownership in the work for school improvement.
- Check into more specific incentives such as arranging low-interest mortgage rates for teachers who are buying a new home in the district.

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Using Title I Funds for Professional Development

What is Professional Development?

The *No Child Left Behind* (NCLB) Act, Section 9101, defines professional development; as including activities that

- improve and increase teachers' knowledge of the academic subjects they teach,
- are high quality, sustained, intensive and classroom focused, and
- positively impact classroom instruction and teacher performance.

High Quality Professional Development

DOES:

- ▶ Involve multiple sessions over time, moving beyond one-day or short-term conferences.
- ▶ Align to school initiatives and standards.
- ▶ Address job-related skills aimed at impacting student performance.
- ▶ Include job-embedded learning opportunities such as collaborative teams, study groups, data analysis, and other sustained learning opportunities.
- ▶ Originate from various sources: school, district, university, professional organizations, online courses, independent study, etc.

DOES NOT:

- ▶ Involve only one-day conferences.
- ▶ Include a mix of different professional development activities individualized for each staff member.

How can schools use Title I funds to support Professional Development?

- Schoolwide Programs – In a schoolwide Title I program, professional development should be the cornerstone of the school's reform initiatives. Schoolwide Title I funds can be used to pay for professional development for all staff. The professional development must be related to the schoolwide goals outlined in the schoolwide plan.
- Targeted Assistance Programs – Targeted assistance Title I programs can use Title I funding to pay for any professional development for Title I teachers.

In addition, Section 1115(C)(1)(F) of NCLB states that schools may use Title I funds to provide professional development for teachers, principals, and paraprofessionals who work with children participating in the Title I targeted assistance program. This professional development must meet the following requirements:

- The professional development must be focused on helping at-risk students.
- The cost of the training must be reasonable.
- The teachers, principals, and paraprofessionals participating must be reflective of the grades and services provided by the Title I program. For instance, if a school serves Title I students in grades K-2, then only teachers in grades K-2 could participate in the professional development.
- All professional development expenditures must be detailed and approved in the district's consolidated application or budget revision before they are implemented.

When determining whether or not Title I funds can be used to fund a whole school professional development activity, review each of the above items. If the professional development is not exclusively focused on helping at-risk students or is extremely expensive, then it would be more appropriate to do a cost share between programs. School districts receive Title II funding specifically for professional development purposes. The district could calculate the number of children receiving Title I services versus those not participating in Title I and share the professional development costs accordingly.

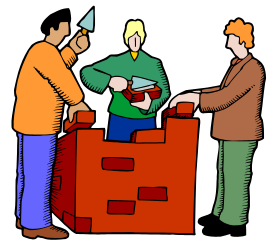
If you have questions regarding this issue, please contact:

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State Title I Office
600 E. Boulevard Ave., Dept. 201
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Website: www.dpi.state.nd.us/title1/index.shtm

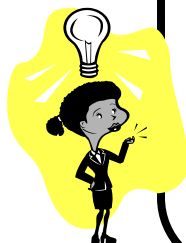
What does high-quality, ongoing professional development look like?

- ❑ High-quality, ongoing professional development is part of the **regular school day**. It is not a workshop that happens once a month or twice a year.
- ❑ Teachers are working together in **learning communities** to learn about how to improve instruction. Teachers read about and study new methods, practice them in the classroom, and then share what works.
- ❑ Topics under study are based on **disaggregated data on student achievement**—what do our students need to know? How can we help them get there?
- ❑ Activities/topics under study are directly aligned to achieving the schoolwide goals as well as other programs of school improvement.
- ❑ Instructional techniques are based on research.
- ❑ Teachers are talking together about what works to improve student learning.
- ❑ Teachers learn about how to help ALL students learn, including learning about different learning styles and how to teach to these styles.
- ❑ Assessment is considered a main component of instruction. Teachers are learning about how assessment can be used to improve student learning.
- ❑ Staff is working together to design comprehensive school curriculums and assessments.
- ❑ Progress toward goals is evaluated based on how well students are doing in terms of reaching proficiency on the state standards.
- ❑ Activities/topics under research are reflective of the latest scientifically-based research in teaching and learning.
- ❑ Is supported by appropriate resources including dollars to support teacher research, time to conduct research, and materials to enable research.
- ❑ Is supported by the principal, by other school administration, parents, and the school community.



Examples of effective, ongoing professional development

- Study groups
- Teacher Action research
- Mentoring
- Visitations to other schools (with reflection)
- Observation of other teachers
- Designing standards-based instruction
- Designing standards-based schoolwide assessments
- Curriculum mapping



Making Time for Teams*

*Adapted from "Schoolwide Planning Manual" by the Wisconsin Center for Education Research



- Use regular weekly staff meetings for small team planning time and address staff meeting agenda items in a memo.
- Reschedule any time built into the school's calendar year for professional development from a few day-long meetings to more frequent two-hour sessions. Remember that working on a schoolwide reform plan is also effective professional development time.
- Hire a full time substitute teacher who rotates from classroom to classroom allowing the regular classroom teacher extra time to prepare lessons aligned to the schoolwide plan and/or work with peers.
- Teachers meet while students engage in a community service project one morning a week.
- Have certain staff members collaborate to provide half-day programs, freeing the rest of the staff to meet in teams.
- Use federal funding (Title I for schoolwide programs) to pay stipends for teachers to meet after school.
- Teachers who need to meet together are scheduled for the same lunch period and a common preparation period thereafter. When schedules don't coincide, the school counselor covers the after lunch period.
- Classes are combined for specific purposes (student presentations, individual reading time, introduce new unit, etc.) and this releases teachers to meet together.

High Quality Teachers To High Need Schools

Requirement

The No Child Left Behind Act, Section 1114 requires Title I schoolwide programs to employ high quality, highly qualified teachers in their high needs school. Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide programs must implement strategies that attract and retain highly qualified teachers.

In schools that have traditionally high poverty rates, teacher turnover is a huge problem. For schoolwide schools, which are working to implement intensive school improvement plans focused on raising academic achievement for ALL students, teacher turnover can make or break a successful schoolwide plan. Schoolwide schools must focus on improving all teachers' knowledge of how to teach all students in the regular classroom, and if teachers are constantly coming and going at the school, training to improve teacher knowledge in this area will never reach a state that it can impact student learning. Therefore, retaining effective staff and attracting high quality applicants is of paramount importance to a schoolwide school.

Schoolwide programs must implement specific retention policies for staff in order to do their best to support high quality teachers and their commitment to the school, especially if retention is a problem.

Documentation

Schoolwide programs should know the teacher turnover rate of the schoolwide school and submit evidence during monitoring documentation. If turnover rates are very low, the school should indicate the methods used to help retain teachers. If turnover rates are high, the school will need to have efforts documented to try to keep and retain its quality teachers.

Documentation of this requirement is basically listing whatever policies and other programs to increase teacher retention and support new teachers that you have made available to teachers. The more proactive your approach is, the better your retention should be.

Resources

ND Title I Workbook Documenting the 10 Required Components of Schoolwide Planning – High Quality Teachers to High Need Schools – www.dpi.state.nd.us/title1/springwkshp/schools.pdf

ND Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 E Boulevard Avenue, Dept. 201

Bismarck, ND 58505-0440

(701) 328-4570

North Dakota State Title I Office

Title I Schoolwide
Parental Involvement Requirements
and Ideas



Updated November 2010

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Overview of Parental Involvement Requirements

These requirements apply to BOTH targeted assistance schools AND schoolwide programs.

- **Parental Involvement Policy**—This policy should be updated yearly, distributed to parents in some manner, and describe the ongoing activities that are held by the school to inform and involve parents in their child's education. In large districts, the district and each of its Title I schools must have a unique parental involvement policy. In smaller districts, the district and its Title I schools may develop a joint policy; however, district level and school level requirements must be adequately addressed. All policies must meet US Department of Education (USDE) regulations.
- **School-Parent Compact**—This is an agreement between the home and the school that outlines each party's responsibility for supporting student learning. Each Title I school should have a compact outlining its unique needs. This compact must meet the USDE regulations.
- **Annual Parent Meeting**—Each year, schoolwide Title I schools are required to host a meeting for parents to explain the Title I program. (This is different from the Schoolwide Annual Review meeting, which is also required). This meeting should give parents the opportunity to actively participate and have input into the schoolwide program, as well as provide an overview of the schoolwide plan. Preferably, this meeting occurs at the beginning of each school year. You must be able to document this meeting with minutes, agendas, sign-in lists, etc.
- **Assessing the Parental Involvement Component**—At the end of each school year, you must assess your parental involvement component. How you conduct the assessment of the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, "Did you have the opportunity to be involved in the schoolwide plan?" and "What are your suggestions or recommendations for improving the schoolwide program?"
- **Providing Opportunities for Training Parents**—Schoolwide Title I programs must provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. These opportunities should be aligned to schoolwide goals and should include information regarding specific methods parents can use at home to complement their child's education toward reaching schoolwide goals. This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.
- **Annual Review Meeting**—This is a yearly review of the entire schoolwide program. This is where you would gather data about your schoolwide program, its implementation, student achievement data, perception data (including the parent assessment), and demographic data. This data should help you measure the success of your schoolwide plan in terms of how well it is being implemented AND its impact on student achievement. This information should be used to revise the schoolwide plan each year. The schoolwide Annual Review Meeting is included under the parental involvement section since parents must be informed of and involved in the schoolwide Annual Review Meeting.
- **Six Types of Parental Involvement**—During the 2008-2009 school year, schoolwide Title I programs will be required to show evidence that they are reaching out to parents in multiple ways. Dr. Joyce Epstein of John Hopkins University has developed a framework for defining six different types of parental involvement. This framework helps educators in developing relationships and partnerships between schools and families. The six types of parental involvement include: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community.

***Parental
Involvement
Policy***

REQUIRED COMPONENTS OF A SCHOOLWIDE PARENTAL INVOLVEMENT POLICY

Schools and districts are to use templates, provided by the U.S. Department of Education, to fulfill this requirement. These templates are available at www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm.

The following **MUST** be included in a schoolwide Parental Involvement Policy:

- **Annual Parent Meeting**—Convene an annual meeting to which all parents must be invited. The purpose of this meeting is to inform parents about the school's schoolwide program and initiatives and how their child is assessed, to discuss with parents the projects and activities carried out with Title I funds, to inform parents of their right to consult in the design, implementation, and evaluation of the schoolwide plan and schoolwide projects, to solicit parents' input, and to provide parents an opportunity to establish ways for maintaining ongoing communication.
- **Communicate with Parents**—Meet with parents periodically (i.e., during the regular parent-teacher conferences scheduled by the school). At this time, all classroom teachers should be prepared to discuss individual student goals, the student's progress, and methods the parents can use to complement the child's instruction.
- **Assessment of Parental Involvement**—Assess the parental involvement component of the schoolwide program annually. Survey parents to gather input. Provide timely responses to the recommendations made by the parents.
- **Parental Involvement Policy**—Annually review the parental involvement policy. Provide all parents with a copy of the policy.
- **Schoolwide School-Parent Compact**—Review the schoolwide School-Parent Compact. Collect parent input on the compact. Provide all families with a copy of the compact.
- **Student Assessment**—Assess all students regularly to determine whether they are making adequate progress. Discuss with parents the school's curriculum, forms of assessments used, and the expected proficiency levels for these assessments.
- **Opportunities for Training Parents**—Provide materials and suggestions to all parents to help them promote the education of their children at home. Encourage parents to promote recreational reading as a leisure activity for their children. Articles written in the school newsletter concerning reading and/or math issues, which will help parents become partners with the school in promoting the education of their child at school and home, could also be used to meet this requirement.
- **Schoolwide Annual Review Meeting**—An annual review of the schoolwide program is conducted at the end of the school year to assess the entire schoolwide program and address changes for the subsequent school year. Parents must be informed of and involved in the schoolwide Annual Review Meeting.

Title I District Parental Involvement Policy Requirements

A Title I District Parental Involvement Policy must include the following components:

Part I – District Expectations

A school district's written parental involvement policy must establish the district's expectations for parental involvement.

Part II – District Parental Involvement Policy Required Components

The district parental involvement policy must describe how the district will incorporate the following six components.

1. Involve parents in jointly developing the district parental involvement policy;
2. Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement;
4. Coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), state-run preschool programs, and Title III language instructional programs;
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I funds, including—
 - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - Using the findings of the evaluation to design strategies for more effective parental involvement; and
 - Revising, if necessary, the district's parental involvement policies.
6. Involve parents in the activities of schools served under the Title I program.

Part III – Discretionary District Parental Involvement Policy Components

The school district parental involvement policy can also include other discretionary components as identified by individual districts.

Part IV – Adoption of District Policy

The district parental involvement policy must be adopted by the district and provided to all parents of students served in a program supported with Title I funds.

Title I District Parental Involvement Policy TEMPLATE

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.]

The name of school district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement policy into its district plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.
- The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.)
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in North Dakota (i.e., NDPASS in Minot, ND).

PART II. DISTRICT PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

1. The **name of school district** will take the following actions to involve parents in the joint development of its district parental involvement plan:

(List actions.)

2. The **name of school district** will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(List activities.)

3. The **name of school district** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators

(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

- B. The school district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their childrens' academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

- C. The school district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

4. The **name of school district** will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs], by:

(List activities.)

5. The **name of school district** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

6. The **name of school district** will take the following actions to involve parents in the process of school review and improvement:

(List activities.)

PART III. DISCRETIONARY DISTRICT PARENTAL INVOLVEMENT POLICY COMPONENTS

The District Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their childrens' academic achievement, such as the following discretionary activities:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV. ADOPTION

This District Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes .

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of school year . The school district will distribute this policy to all parents of participating Title I children on or before date .

(Signature of Title I Authorized Representative)

(Date)

*This template of a District Parental Involvement Policy is a modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance.

Title I School Parental Involvement Policy Requirements

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

C. POLICY INVOLVEMENT

Each school served under this part shall –

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental improvement policy;
4. Provide parents of participating children –
 - i. timely information about programs under this part;
 - ii. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - iii. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
5. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

D. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

E. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part–

1. Shall, provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall, provide materials and training to help parents to work with their children to improve their children's' achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Shall, educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. May ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parental involvement activities under this part, as parents may request.

F. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Title I School Parental Involvement Policy

TEMPLATE

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

A. POLICY INVOLVEMENT

Each school served under this part shall –

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(Describe when and where the annual meeting will be held.)

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(Describe how flexibility is provided.)

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

(List actions.)

4. Provide parents of participating children –
 - i. timely information about programs under this part;
 - ii. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - iii. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

(List actions.)

5. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(List actions.)

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

(List actions.)

C. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

- a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(List actions.)

- b. Shall provide materials and training to help parents to work with their children to improve their childrens' achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(List actions.)

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(List actions.)

- d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(List actions.)

- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;

(List actions.)

- f. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- g. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;
- h. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- i. May train parents to enhance the involvement of other parents;
- j. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- k. May adopt and implement model approaches to improving parental involvement;
- l. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- m. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- n. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

(For number f – n, list any activities and/or actions your school will be implementing.)

D. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

(List actions.)

Title I District - School Parental Involvement Policy TEMPLATE

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.]

The name of school district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement policy into its district plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.
- The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.)
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in North Dakota (i.e., NDPASS in Minot, ND).

PART II. DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

1. The **name of school/district** will take the following actions to involve parents in the joint development of its district/school parental involvement plan:

(List actions.)

2. The **name of school/district** will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved,

(Describe when and where the annual meeting will be held.)

3. The **name of school/district** will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(Describe how flexibility is provided.)

4. The **name of school/district** will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(List activities.)

5. The **name of school/district** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school/district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,

- the state’s student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child’s progress, and
- how to work with educators

(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

The **name of school/district** will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

- B. The school/district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their childrens’ academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

- C. The school/district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

- D. The school/district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school/district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

6. The **name of school/district** will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs], by:

(List activities.)

7. The **name of school/district** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

8. The **name of school/district** will take the following actions to involve parents in the process of school review and improvement:

(List activities.)

9. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(List actions.)

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

(List actions.)

PART IV. DISCRETIONARY DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The District/School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their childrens' academic achievement, such as the following discretionary activities:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.

- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

(List actions.)

PART V. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

(List actions.)

PART VI. ADOPTION

This District/School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes.

This policy was adopted by the name of school/district on mm/dd/yy and will be in effect for the period of school year. The school district will distribute this policy to all parents of participating Title I children on or before date.

(Signature of Title I Authorized Representative)

(Date)

*This template of a District/School Parental Involvement Policy has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parental Involvement Policy provided by the North Dakota Title I Office.

School-Parent

Compact

School-Parent Compact TEMPLATE

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and 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 to help children achieve the State's high standards.

SCHOOL-PARENT COMPACT

The **name of school** and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they 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 the **school year** school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **name of school** will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:**

[Describe when the parent-teacher conferences will be held.]

3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:]

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Schoolwide
Annual
Parent
Meeting

REQUIRED COMPONENTS OF THE ANNUAL PARENT MEETING

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review Meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I (whether they are schoolwide or targeted).
- Explain the Title I requirements (schoolwide or targeted, whichever is applicable).
- Explain what participation in Title I programming means, including:
 - A description and explanation of the school's curriculum;
 - Information on the forms of academic assessment used to measure student progress; and
 - Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Agenda for Annual Schoolwide Parent Meeting

Date _____

■ Family Activity—Display of student work

To get parents to attend the meeting, it is often helpful to begin the meeting by having some type of family activity that you've gotten the students excited about at school. Then encourage students to get parents to attend. Or, display the results of some student project on which the students have worked hard and that they would enjoy showing off to parents. Focus on making it fun for parents and students to come to school for this event and advertise it as if the schoolwide overview is only a secondary purpose of the meeting.

■ What is a schoolwide program? How do we still meet the needs of all students?

Schoolwide programming focuses on meeting the needs of all students in the regular classroom in addition to the add-on services supported through the implementation of the ten required components. Parents need to understand that, although the regular Title I pullout program may no longer exist, the needs of individual students are of paramount importance in a schoolwide program. Explain how you will identify students' needs and then meet those needs through varying instructional techniques and providing additional services when students are struggling. At this point it may be helpful to distribute to parents some type of flowchart or policy that illustrates how students will be assessed regularly to identify areas of need and the services that will be provided if a student is identified as needing more intensified instruction and services.

■ What are our schoolwide goals?

Explain to parents the goals that you have identified as a result of the needs assessment. Share with them how you researched the needs of your school and community, and share any particularly revealing data. Do not, however, overwhelm parents with data at this point. (Those parents who seem particularly interested or inquisitive about this process should be enlisted onto your schoolwide planning committee!) Explain the increase in student services and teacher professional development that has resulted from schoolwide programming.

■ How can parents be involved?

○ Individualized compact process

If you plan to design individualized compacts, briefly explain the process and that parents, students and teachers will work together to identify student learning goals and then share responsibility in reaching those goals.

○ Events for parents

Schoolwide programs are required to provide opportunities for parents to get involved in their child's education and to provide resources to parents that they can use to support learning at home. Share with parents what you plan to do to meet these components. They may be listed in your parental involvement policy, which could also be distributed to parents at this time. Remember that parental involvement activities should be focused on how parents can best help the school attain schoolwide goals.

○ Survey—what do you need to get involved?

Too often, educators tell parents what they can do to support the school. Instead, schoolwide staff needs to enlist parents in becoming partners in their child's education, which means sharing ideas on what both parents and teachers can do to work together to attain schoolwide goals. A good way to begin to open up this two-way communication with parents would be to either open up the meeting for ideas at this point or distribute a survey that asks parents what they would like to see the school do to get parents involved, to support parents, and to provide services that will assist their involvement.

■ Date of next scheduled event: _____

Opportunities for Training Parents

Opportunities for Training Parents

Title I regulations require programs to provide opportunities for training parents to become partners with the school in promoting the education of the child at school and at home. In addition, programs should provide information regarding methods that parents can use at home to complement the child's instruction.

The following items are examples of how schoolwide programs could provide opportunities for training parents. These are only suggestions and are certainly not inclusive to the ways in which you could inform and train parents.

- Invite parents to an Annual Parent Meeting to explain the schoolwide program
- Provide parents with a school newsletter
- Provide parents with a school calendar of events
- Provide parents with strategies on working with their children at home
- Provide parents with a list of recommended books for children
- Invite parents to visit their child's classroom
- Survey parents annually to get their input into the schoolwide program
- Invite parents to a school open house
- Provide parents with information regarding how the schoolwide program works
- Involve parents in the design of the school compact
- Provide courses for parents, including:
 - Adult literacy courses
 - Homework help
 - Technology courses
 - Mathematics courses
 - Family literacy courses
 - Job seeking assistance

Ideas for Meeting the Requirement to Partner with Parents

Opportunities to promote the education of the child at home and at school—Partnering with Parents

- Host family nights to focus on the academic goals of the schoolwide plan.
- Enlist parents to participate on schoolwide committees.
- Ask parents to come to the school to present on areas of expertise.
- Assess parents to identify adult education classes in technology, the arts, and areas of their academic interest.
- Design parenting book clubs—ask an interested parent to coordinate the club and provide the school as a meeting place for parents to read interesting parenting books.
- Have a movie club. Each month, choose a particular movie that parents and students can watch together at the school or at home. Then host an activity night at the school that relates to the movie and education.
- Set goals for student learning with parents (could be done as part of the compact process).
- If there is a need, consider having classes at the school for parents to attain their GED or, if possible, by partnering with a college or through IVN to provide college level education classes.
- Provide childcare for all events hosted at the school.
- Have a homework club involving parents.

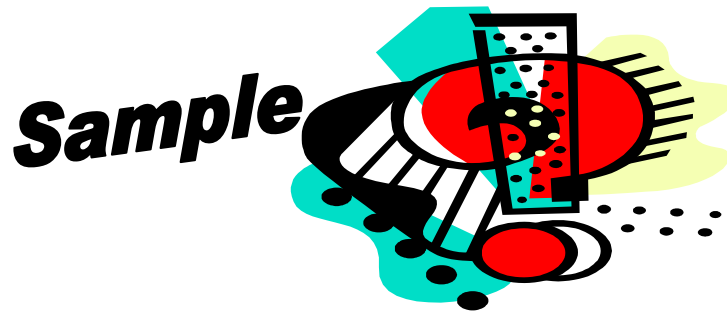


Information parents can use at home



- Send home information parents can use through the school newsletter.
- Go over the basics of SBR research with parents, especially regarding techniques that would be used at home.
- Set goals for student learning at a parent meeting (possibly at a parent-teacher conference), include responsibilities for parents and give clear information (maybe with handouts) on what they can do to meet their responsibilities.
- Organize backpack reading programs.
- Organize a movie month program—similar to the backpack reading program, design activity kits that go with certain movies. Parents and students can watch the movie together, then do educational activities that somehow align with the movie content. Examples could include reading books that have a similar theme or topic, writing activities, games, etc.
- Send assessment results (more than basic report cards) to parents. Include specific activities they could do at home to assist in weak areas identified in their child's assessment results.

Assessment of Parental Involvement



Parent Survey

Please complete this survey and return it to the person listed below.
Your input is helpful in designing a school that best meets the needs
of our students. Thank you.

1. Did you feel that you were encouraged to be involved in the development and implementation of our schoolwide plan?

Not at all	Some	Frequently
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

2. Did you feel you were a part of the process for creating the school-parent compact?

3. Did you attend the fall parent meeting?

If yes, did you feel your input was expected and appreciated?

4. Did the parent policy accurately reflect the parental involvement program at our school?

5. Did you feel you were informed in a timely manner about your child's learning?

6. Did you utilize any of the material sent to you by our staff to promote working at home with your children?

7. Did you feel welcome at the school or whenever you communicated with our staff?

8. Were staff easy to contact when you had a question or problem, and did you feel your concern was taken seriously?

9. Would you like more opportunities for parental involvement at the school?

Suggestions: _____

10. I would be willing to help organize parental involvement activities.

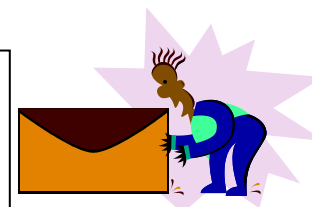


Contact Information: _____

Not at all	Some	Frequently
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

Thank you for your participation.

Return survey to:



Schoolwide
Annual
Review
Meeting

Sample

Notice to Inform Parents of Annual Review Meeting Results

During the week of _____, our schoolwide leadership team conducted the Annual Review of our schoolwide program. To conduct the review, we gathered data on student achievement and analyzed the programs we've implemented to raise student achievement. Some highlights of the data that was gathered include the following:

-
-
-
-
-

As a result of the Annual Review meeting, we have made some changes that we hope will improve our schoolwide program and better support student achievement. We have made the following changes to our schoolwide plan:

-
-
-
-
-

If you would like more information on any of the above, please do not hesitate to contact _____ at _____ or by email at _____.

Six Types
of
Parental
Involvement

Overview of the Six Types of Parental Involvement

Parental involvement has always been a key component in the Title I law. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve to high academic standards. A review of available research and literature on parental involvement indicates that there are multiple types of parental involvement. Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six effective types of parental involvement. These include:

- Parenting—Professional workshops, training opportunities, and other ideas to assist families in parenting and assisting their child.
- Communicating—Conferences, report cards, academic progress, and other verbal communication with parents about their child.
- Learning at Home—Homework support, library resources, and other outside learning contacts to help parents assist their child.
- Volunteering—Through supporting school events, involvement with classroom activities, and other community opportunities for students and parents.
- Decision Making—Through attendance at school meetings, participation in addressing concerns, and by helping other parents.
- Collaborating with Community—Using community resources for school/family assistance, involvement of community groups in schools, and community/school mentoring programs.

***Additional
Information
on Parental
Involvement***

North Dakota Department of Public Instruction State Title I Office

Resources for Parental Involvement

Title I Website for Parents

- ❖ www.dpi.state.nd.us/title1/parent/index.shtm

This website was created specifically for parents to help them easily find information on ways to become involved, access information regarding their school or district, and obtain resources aimed at helping them better enable their children to succeed in school.

Title I Monthly Parent Involvement Guide

- ❖ www.dpi.state.nd.us/title1/targeted/require/parent/guide0607.pdf

This guide has been developed to assist schools in providing opportunities for training parents to become partners with the school in promoting the education of the child at school and at home. Information is included regarding methods parents can use at home to complement their child's instruction.

Research-Based Documentation Tool

- ❖ www.dpi.state.nd.us/title1/targeted/general/reauthoriz/researchtool.pdf

Pages 82-87 of this document specifically focus on research based strategies to help increase parental involvement in schools.

North Dakota Parental Information Resource Center

- ❖ www.ndstatepirc.org/

The Parental Information and Resource Center (PIRC) program is a discretionary grant program funded by the US Department of Education, Office of Innovation and Improvement. In 2006 PIRCs were awarded to serve statewide needs. PIRCs now provide both regional and statewide services and disseminate information to parents on a statewide basis.

Parent Information and Resource Centers (PIRCs) help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children.

Ideas for Making Parents

Feel



Welcome!

- ❖ Place a “WELCOME” sign on your door.
- ❖ Send out “Invitations” to all parents to visit your classroom. Try not to use a negative tone when you suggest the best times for them to visit. You could also include a form they can return to you indicating when they are most easily reached.
- ❖ During events that bring parents to the school (concerts, games, etc.), put up posters around the school inviting parents to visit each classroom. If they do visit, give them an example of their child’s work to take home or an assignment for the parent and child to do together.
- ❖ Create a **Title I Parent Activity Leader** position. Responsibilities could include:
 - Enlisting a team of parents to help the school write the schoolwide school-parent compact.
 - Surveying parents regularly for ideas for parental involvement meetings.
 - Communicating regularly with parents (via a phone tree) about what’s happening within the school.
 - Recruiting other parents to become involved in the school activities.
 - Dividing up all parent volunteers into groups which have their own responsibilities. These could be minor, like bringing a treat to a meeting, or major, like examining portions of the compact or providing assistance to the classroom teachers.
 - Being in charge of a parent volunteer program. This could include heading a workshop training parents on various topics, as well as helping to schedule and enlist volunteers.
- ❖ Establish a book lending library, asking parents to complete a “book feedback form” for the books checked out by.
- ❖ Host a “Parents and Teachers Work Day” on a Saturday morning, after school, or a weekday evening. Ask parents to come in and help you cut out materials for the classroom or games that they can take home and use with their child.

More Ideas For Parental Involvement

- **Be the first to make contact with the parents.** Send out an introductory letter about yourself and your program. Include the best times to reach you (no negatives) and, if at all possible, include your home phone number and suggestions about when it is best to call you at home for those parents with unique schedules. Include a question you would like them to respond to, like explaining important information they think you should know about their child.
- **Send home weekly/monthly tips for studying.** Use simple things like writing topic ideas or suggestions parents can use. For example, "Remember, your role in your child's study program is to encourage and support him or her."
- **Journaling** is a good way to facilitate two-way communication between parents and teachers. If parent interest seems low, have the student write in the journal too, or send home completed student work with the journal and ask parents to comment.
- Create a daily/weekly **communication form** to use with parents.
- If a student is going on a **vacation**, require that they complete some sort of assignment about their vacation on the places they go and the things that they do. Send a note home describing the assignment and the role the parent should play helping the student complete it. If parents are willing, ask them to come in to a classroom and, together with the child, do a presentation to the class.
- Create lessons to do after students watch a good **family movie with their parents**. For example, using Disney movies, send home a copy of *Cinderella* for students and parents to read together. Then ask them to watch the movie and discuss the differences. Or examine Disney songs for theme, relation to plot, etc.
- Create **lessons around TV viewing** at home for students to do with parents. [Make sure this type of work stays within the Partnership Model by getting parental input on how the assignment went, asking them for suggestions for new ideas, etc.]
- Encourage parents to set up a quiet place for **study times** with their children. If possible, have an inservice with parents on suggestions for how to do this.
- Host **parent/family nights/days** at your school. Involve other teachers and classrooms in this process by asking them to present something to parents that they are doing in their classroom (puppet show, play, drawings, etc.). Build these events around things that parents can do at home with their children. Make sure parents play a role in these events by getting ideas from them for topics and asking them to be speakers or presenters.

- Order the **PTA's guide** for ideas and to see how to measure the parental involvement at your school.
- Require or ask parents to **evaluate some of their child's work** instead of you. This could be a general evaluation or a specific one. If you require a specific method, this could be another idea for a topic for parent/family nights.
- Spend **ten minutes of every day** doing something for parent communication: send five postcards, make five telephone calls, etc.
- Do an inservice with parents on the **computer programs** you use in the school.
- Ask local **businesses to help host** parent involvement meetings. Ask parent employers to support time off for parents volunteering at the school and family organized events.
- Make your **newsletter a form of two-way communication** by asking parents to write back to you about what the newsletter contains. Also, ask parents to contribute their own articles, including descriptions of activities they are doing at home that have been successful for them.
- **Host educational workshops** on topics like multiple intelligences, holiday educational games, communication (with students, parents, and teachers), study skills/studying at home, using TV as an educational tool, the writing process and/or developing writing skills, self esteem, community involvement, and creating a personal compact.
- Have a **parent bulletin board** in your room. Put up information like upcoming events and ask parents and students to include items as well. Also, hang up good examples of different students' work. Use the board to request parents to bring something to class, save soup labels, etc.
- Create a **video or slide show** of what's going on in the school. Send this home to parents as a way of showing how their involvement could help or show it at an activity and use it as a way to get parents to attend.
- Use all the **websites** to gather information to send home to parents:

www.kidsource.com

www.nea.org

www.ed.gov/Family

A Checklist for Schools

Making Your Family-Community Partnership Work

Following are examples of practices that schools can use to encourage family and community support of children's learning. They are meant to be advisory and should be adapted to each school's needs.

Parenting

- ☐ We sponsor family learning workshops on topics suggested by parents, and held at times and places easily accessible to all parents.
- ☐ We ask families what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- ☐ We provide families with information on child development.
- ☐ We lend families books and tapes on parenting and parent workshops.
- ☐ We provide families with information about developing home conditions that support school learning.
- ☐ We survey parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- ☐ We have a family resource center or help parents access other resource centers in the community.
- ☐ We have support groups for families with special interests and needs.
- ☐ We train staff members and support them in reaching out to all families.
- ☐ Other: _____

Communicating

- ☐ We schedule parent-teacher-student conferences to establish student learning goals for the year.
- ☐ We listen to parents tell us about their children's strengths and how they learn.
- ☐ We follow the "Rule of Seven" offering at least seven different ways that parents and community members can learn about what is happening in the school and comment on it.
- ☐ Teachers have ready access to telephones to communicate with parents during/after the school day.
- ☐ Staff members send home positive messages about students.
- ☐ We make efforts to communicate with fathers.
- ☐ Staff members make home visits.
- ☐ Parents know the telephone numbers and e-mail addresses of school staff members and the times teachers are available to take phone calls from parents.

- ☐ We involve families in student award and recognition events.
- ☐ We encourage and make provisions for staff members to communicate with parents about the child's progress several times each semester.
- ☐ We communicate the school's mission and expectations for students to parents.
- ☐ The school has a homework hotline or other kind of telephone system.
- ☐ We provide parents with structured ways to comment on the school's communications, for example, with mailed, phone, or take-home surveys.
- ☐ We have staff members available to assist and support parents in their interactions with the school (i.e., home-school liaisons).
- ☐ We send home communications regarding:
 - ☐ student academic progress,
 - ☐ meetings at school,
 - ☐ how parents can be involved in student activities,
 - ☐ Parent Teacher Association,
 - ☐ student discipline,
 - ☐ child development,
 - ☐ the curriculum,
 - ☐ how parents can be involved as volunteers,
 - ☐ how parents can be involved in school governance,
 - ☐ how parents can help with homework and encourage learning at home,
 - ☐ community resources available to families,
 - ☐ how parents can communicate with school staff, and
 - ☐ the school's philosophy of learning.
- ☐ We directly speak to parents (does not include leaving messages on answering machines) if students are having academic difficulty or causing classroom disruptions **before** a crisis occurs.
- ☐ We provide copies of school textbooks and publications about the school to the public library.
- ☐ Other _____

Learning at Home

- ☐ We have specific goals and activities that keep parents informed about and supportive of their children's homework.
- ☐ We offer learning activities and events for the whole family.

This information was adapted from:

Wisconsin Department of Public Instruction, Parents Plus of Wisconsin. (n.d.). *New Teacher Welcome Packet*. Retrieved August 6, 2007 from <http://dpi.wi.gov/fscp/pdf/fcswelpk.pdf>.

- ☐ We invite parents to borrow resources from school libraries for themselves and their families.
- ☐ We link parents with resources and activities in the community that promote learning.
- ☐ We give parents materials they can use to evaluate their child's progress and provide feedback to teachers.
- ☐ We help parents understand student assessments, including report cards and testing, and how to help students improve.
- ☐ School staff and school communications help parents link home learning activities to learning in the classroom.
- ☐ We include parents and other community members in developing children's learning outside of school activities.
- ☐ Other: _____

Volunteering

- ☐ We encourage families and other community members to show their support by attending school events.
- ☐ We offer youth service learning opportunities for students who want to volunteer in the community.
- ☐ We help school staff learn how to work with parent and community volunteers.
- ☐ We ask family members how they would like to participate as volunteers at their child's school or in the community, and we respond in a timely manner to their offers of assistance.
- ☐ We encourage family and community members to become involved as
 - ☐ participants on the school improvement team
 - ☐ presenters to students on careers and other topics
 - ☐ assistants with art/music/science, etc. shows, read-aloud events, theater workshops, book swaps, and other activities
 - ☐ tutors/mentors
 - ☐ chaperones on field trips and other class outings
 - ☐ instructional assistants in classrooms, libraries, and computer labs
 - ☐ non-instructional assistants
 - ☐ from-the-home contributors of baked goods, assembling materials, typing, etc.
- ☐ We offer volunteer opportunities for working single parents.
- ☐ We have a program to recognize school volunteers.

- ☐ We gather information about the level and frequency of family and community participation in school programs.
- ☐ Other: _____

Decision Making

- ☐ We encourage parents to attend school improvement team meetings.
- ☐ We assign staff members to help parents address concerns or complaints.
- ☐ We invite staff and parent groups to meet collaboratively, providing space and time to do so.
- ☐ We help families advocate for each other.
- ☐ We involve parents in
 - ☐ planning orientation programs for new families
 - ☐ developing parenting skills programs
 - ☐ hiring staff members
- ☐ Other: _____

Collaborating with Community

- ☐ We act as a source of information and referral about services available in the community for families.
- ☐ We use a variety of strategies to reach out to adults, families, and children of all ages, races, and socioeconomic backgrounds in the community.
- ☐ We encourage local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fund-raising events.
- ☐ We encourage staff and students to participate in youth service-learning opportunities.
- ☐ We open our school buildings for use by the community beyond regular school hours.
- ☐ We work with the local chamber of commerce or business/community organizations and public library to promote adult literacy.
- ☐ We have a program with local businesses that enhances student work skills.
- ☐ We widely publish and disseminate school improvement team meeting notices, summaries, and agendas, and encourage the feedback and participation of community members.
- ☐ Other: _____

STARTING POINTS:

Reprint: Epstein, J. L., et al. (2002). *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press.

An Inventory of Present Practices of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, and Mavis G. Sanders
National Network of Partnership Schools, Johns Hopkins University

This inventory will help you identify your school's present practices for each of the six types of involvement that create a comprehensive program of school, family, and community partnerships. At this time, your school may conduct all, some, or none of the activities listed. Not every activity is appropriate for every school or grade level. You may write in other activities that you conduct for each type of involvement.

The Action Team for Partnerships (ATP) should complete this inventory, with input from the teachers, parents, the school improvement team, and others, as appropriate. These groups have different knowledge about all of the present practices of partnership in your school.

After you complete the inventory, you will be ready to write a Three-Year Outline and One-Year Action Plan of how your school will work to increase, improve, or maintain activities for each of the six types of involvement.

Directions: Check the activities that your school conducts and circle all of the grade levels presently involved. Write in other activities for each type of involvement that your school conducts.

To assess how well each activity is implemented, add these symbols next to the check-box:

* (for very well implemented with all families), + (a good start with many families), - (needs improvement).

TYPE 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES

At Which Grades?

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families

- | | |
|--|------------------------------|
| <input type="checkbox"/> We sponsor parent education workshops and other courses or training for parents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on child or adolescent development. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We conduct family support programs with parent-to-parent discussion groups. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on developing home conditions that support learning. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We lend families books or tapes on parenting or videotapes of parent workshops. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We ask families for information about children's goals, strengths, and talents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

TYPE 2 – COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS

At Which Grades?

Conduct effective communications from school to home and from home to school about school programs and children's progress

<input type="checkbox"/> We have formal conferences with every parent at least once a year.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We provide language translators to assist families as needed.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We provide clear information about report cards and how grades are earned.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> Parents pick up report cards.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> Our school newsletter includes:	
<input type="checkbox"/> a calendar of school events	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> student activity information	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> curriculum and program information	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> school volunteer information	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> school policy information	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> samples of student writing and artwork	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> a column to address parents' questions	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> recognition of students, families, and community members	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> other _____	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We provide clear information about selecting courses, programs, and/or activities in this school.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We send home folders of student work weekly or monthly for parent review and comments.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> Staff members send home positive messages about students on a regular basis.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We notify families about student awards and recognition.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We contact the families of students having academic or behavior problems.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> Teachers have easy access to telephones to communicate with parents during or after school.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> Teachers and administrators have e-mail and/or a school website to communicate with parents.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> Parents have the telephone numbers and/or e-mail addresses of the school, principal, teachers and counselors.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We have a homework hotline for students and families to hear daily assignments and messages.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students.	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> _____	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> _____	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> _____	K 1 2 3 4 5 6 7 8 9 10 11 12
<input type="checkbox"/> _____	K 1 2 3 4 5 6 7 8 9 10 11 12

At Which Grades?**TYPE 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL****Organize volunteers and audiences to support the school and students**

- | | |
|--|------------------------------|
| <input type="checkbox"/> We conduct an annual survey to identify interests, talents, and availability of volunteers. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We have a parent room or family center for volunteer work, meetings, and resources for families. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We encourage families and the community to be involved at school by: | |
| <input type="checkbox"/> assisting in the classroom (e.g., tutoring, grading papers, etc.) | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> helping on trips or at parties | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> giving talks (e.g., careers, hobbies, etc.) | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> checking attendance | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> monitoring halls, or working in the library, cafeteria, or other areas | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> leading clubs or activities | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> other _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide ways for families to be involved at home or in the community if they cannot volunteer at school. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We have a program to recognize our volunteers. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We organize class parents or neighborhood volunteers to link with all parents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We schedule plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

TYPE 4 – LEARNING AT HOME: INVOLVEMENT IN**ACADEMIC ACTIVITIES****At Which Grades?****Involve families with their children in homework and other curriculum-related activities and decisions**

- | | |
|--|------------------------------|
| <input type="checkbox"/> We provide information to families on required skills in all subjects. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide information to families on how to monitor and discuss schoolwork at home. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide information on how to assist students with skills that they need to improve. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We ask parents to listen to their child read or to read aloud with their child. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide calendars with daily or weekly activities for families to do at home and in the community. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We help families help students set academic goals, select courses and programs, and plan for college or work. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

TYPE 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP **At Which Grades?**
Include families as participants in school decisions, and develop parent leaders and representatives

- | | |
|--|------------------------------|
| <input type="checkbox"/> We have an active PTA, PTO, or other parent organization. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> Parent representatives are on the school’s advisory council, improvement team, or other committees. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We have an Action Team for Partnerships to develop a goal-oriented program with practices for all six types of involvement. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> Parent representatives are on district-level advisory councils or committees. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We develop formal networks to link all families with their parent representatives for decision making. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We involve all parents to get input and ideas on school policies. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide information on school or local elections for school representatives. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We involve parents in selecting school staff. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We involve parents in revising school and/or district curricula. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

TYPE 6 – COLLABORATING WITH THE COMMUNITY **At Which Grades?**
Coordinate resources and services *from* the community for families, students, and the school, and provide services *to* the community

- | | |
|---|------------------------------|
| <input type="checkbox"/> We provide a resource directory for parents and students with information on community agencies, programs, and services. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide information on community activities that link to learning skills and talents, including summer programs for students. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We work with local businesses, industries, and community organizations on programs to enhance student skills. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We offer after-school programs for students, with support from community businesses, agencies, or volunteers. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We sponsor intergenerational programs with local senior citizen groups. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide “one-stop” shopping for family services through partnerships of school, counseling, health, recreation, job training, and other agencies. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We organize service <i>to</i> the community by students, families, and schools. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We include alumni in school programs for students. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> Our school building is open for use by the community after school hours. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
State Title I Office

Documentation of Six Types of Parental Involvement

Record below all parental involvement activities that have taken place over the current school year as well as any that are scheduled to occur. Include information on how required parental involvement activities were handled (annual meeting, policy and compact distribution, etc.) and any other parental involvement activities that have taken place. Make as many copies as you need to document all parental activities. Include agendas, meeting minutes, sign-in sheets, any disseminated information, etc., to provide evidence of the parental involvement activity.

<i>Parenting</i>	<i>Date</i>	<i>Rate of Success (low) 1 to 5 (high)</i>	<i>Documentation Attached</i>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

<i>Communicating</i>	<i>Date</i>	<i>Rate of Success (low) 1 to 5 (high)</i>	<i>Documentation Attached</i>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

<i>Learning at Home</i>	<i>Date</i>	<i>Rate of Success (low) 1 to 5 (high)</i>	<i>Documentation Attached</i>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

<i>Volunteering</i>	<i>Date</i>	<i>Rate of Success (low) 1 to 5 (high)</i>	<i>Documentation Attached</i>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

<i>Decision Making</i>	<i>Date</i>	<i>Rate of Success (low) 1 to 5 (high)</i>	<i>Documentation Attached</i>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

<i>Collaborating with Community</i>	<i>Date</i>	<i>Rate of Success (low) 1 to 5 (high)</i>	<i>Documentation Attached</i>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Preschool Transition

Requirement

The No Child Left Behind (NCLB) Act, Section 1114 requires Title I schoolwide programs to implement strategies for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, into local elementary school programs. This helps to ensure that these children are fully prepared for the school's kindergarten curriculum.

This requirement emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs provide a foundation for later academic success, and effective schoolwide programs are to capitalize on this strong start.

In addition, under the NCLB Act, schoolwide programs are now given specific permission within the law to use their funds to establish or enhance pre-kindergarten programs for children below the age of six, including Even Start and Early Literacy programs. This may also include schools operating their own preschools or designing academically focused programs at the school aimed at preschool-aged children.

All schoolwide programs should have a strong plan for connecting with preschool-aged children, including providing training and information to their parents and/or involving local preschool teachers in the design and implementation of the schoolwide plan.

Documentation

The implementation of this requirement varies for each schoolwide program. Various forms of documentation could be provided depending on the type of programming being offered. For instance,

If a schoolwide school decides to operate a preschool program of their own, documentation could include:

- Evidencing the actual preschool curriculum
- Description of preschool services
- Participation in preschool programming data
- Assessment results

For schools not implementing a specific preschool program, documentation could include:

- Documentation of communication with other local preschools
- Documentation of other preschool transition programs (other than simply hosting a once-a-year visitation to the kindergarten classroom.)
- Copies of mailings sent to pre-kindergarten families
- Documented professional development activities involving preschool parents
- Attendance records of preschool parents at any type of school related activity

Resources

Title I Workbook Documenting the 10 Required Components of Schoolwide Planning – Preschool Transitioning – www.dpi.state.nd.us/title1/springwkshp/transition.pdf

Early Childhood Education – www.dpi.state.nd.us/title1/earlychild/index.shtml

What does an effective preschool transition program look like?

If your school area has a local private or public preschool...



- ❑ Preschool teachers are invited and encouraged to participate in all professional development events, including ongoing study groups.
- ❑ Preschool teachers participate in all curriculum development work with the local school.
- ❑ The preschool curriculum is aligned to the school's curriculum.
- ❑ The preschool program has a checklist of skills that must be reached by the end of the preschool program. Preschool teachers and early elementary staff develop the checklist.
- ❑ The preschool teachers maintain a portfolio of progress on each of their students for kindergarten teachers. The portfolio is reviewed several times during the school year.
- ❑ Preschool teachers and kindergarten teachers conduct the first parent-teacher meetings together.
- ❑ Preschool students visit the kindergarten classroom several times during the spring of their last year of preschool.


If your school area does NOT have a local private or public preschool...

- ❑ Connect with Head Start programs or Even Start programs.
- ❑ Conduct a screening before kindergarten begins in the spring to learn the skills of students before school begins. Use this information to design a summer school preschool program.
- ❑ During the year before kindergarten, invite parents with children of preschool age into the kindergarten classroom **at least** once per month. Provide family literacy activities and prepare students and parents for kindergarten.
- ❑ Present checklists to parents of preschoolers that they can use to work with their children at home to prepare them for kindergarten.
- ❑ Create a process for going out to the homes of preschool-age children wherein parents and children learn about what they should know before kindergarten begins and where teachers can learn about the readiness of these children.



What does good classroom assessment look like?



- ❑ **Instead of focusing on lower-order thinking skills and facts that are easy to measure (as in multiple-choice/true-false testing), assessment that helps teachers better instruct students allows for different methods of demonstrating how and what students know.**
- ❑ **The assessments are designed to provide feedback about what students are learning and how they can improve, not to judge the students achievement and then move to another subject.**
- ❑ **The assessments are an integral part of the regular classroom day. For example, student writing on any day could become a part of that student's portfolio.**
- 
 - ❑ **The assessments reflect real-world work, including writing, solving real problems, researching answers, hypothesizing, etc.**
 - ❑ **The assessments are classroom-designed, based on the local curriculum and reflective of what took place within that curriculum.**
- ❑ **The assessments include a variety of measures for demonstrating knowledge.**
- ❑ **Students are assessed in relation to how well they are doing in relation to achieving the state standards, not in how they compare with other students in the classroom.**
- ❑ **Both students and teachers learn from the assessment process.**
- ❑ **Assessment is based on the most recent understanding of how students learn.**



Effective, Timely Assistance

Requirement

The No Child Left Behind Act, Section 1114 requires Title I schoolwide programs to identify student difficulties and provide effective, timely assistance to these students.

Even though a Title I schoolwide program is no longer required to provide supplemental instruction to identified educationally disadvantaged students, the purpose of implementing a schoolwide program is still to raise the achievement of educationally disadvantaged students. The approach is simply different. In a schoolwide school, the whole school program is changed. All teachers are now responsible for implementing strategies to raise the achievement of educationally disadvantaged students, and all services provided by a schoolwide school must still supplement what the district would be able to provide without Title I funds. Educationally disadvantaged students are still the focus of schoolwide programming.

A school undertaking school improvement efforts in the name of schoolwide programming must not forget about the needs of struggling students. Teachers must focus their efforts on learning how to meet the needs of every student in the classroom, but even when they improve instruction to meet the needs of all students, some may still be struggling. A schoolwide school **MUST** design a plan that includes regular assessment of all students and specific plans for what happens when a student is not achieving.

Schoolwide programs must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Ideas for providing effective, timely assistance may include regular classroom interventions, one-on-one tutoring, participation in academically focused extended day programs, summer school, and any other methods of providing additional assistance that could be implemented at the school.

Documentation

Schoolwide schools should have a very specific plan for assessing students and using the results of these assessments to meet students' needs. A flow chart or an outline of the process that is in place at a school to assess students and then design appropriate programming for them, especially if assessments show students are struggling, is required to document that the effective, timely assistance component is being met.

Resources

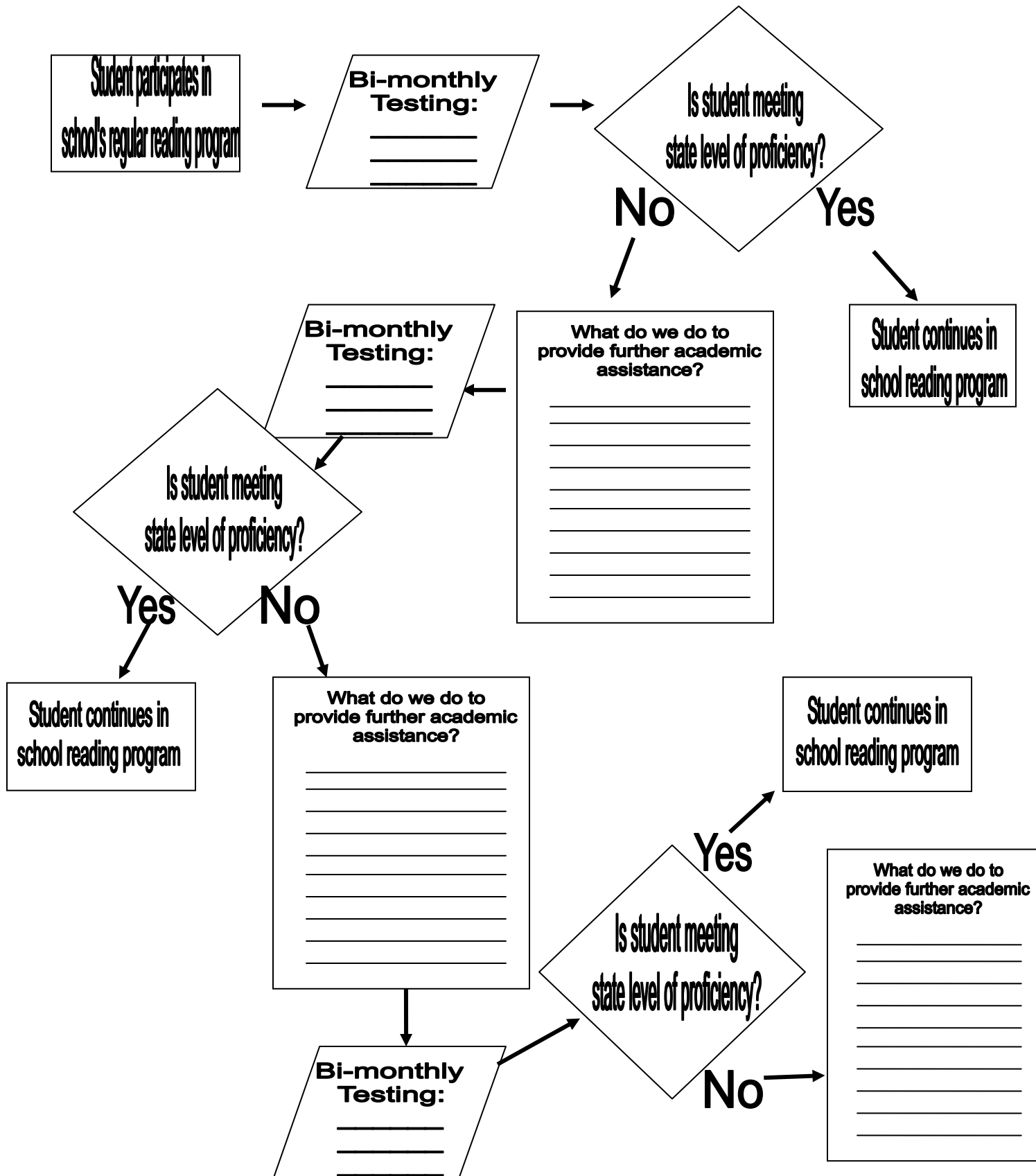
ND Title I Workbook Documenting the 10 Required Components of Schoolwide Planning –Effective Timely Assistance – www.dpi.state.nd.us/title1/springwkshp/assistance.pdf

Extended Day Programs – www.dpi.state.nd.us/title1/resource/afttrschl/index.shtm

Documentation of Effective, Timely Assistance

Flow Chart—*What happens when students have academic problems?*

NOTE: Fill in the spaces below to list the assessments that occur at your school and the interventions or additional programming provided when students are identified as struggling.



Coordination of Programs

Requirement

The No Child Left Behind Act, Section 1114 requires Title I schoolwide programs to ensure the coordination and integration of federal, state, and local services and programs. These programs include, but are not limited to:

- Those supported under NCLB
- Violence prevention programs
- Nutrition programs
- Housing programs
- Head Start
- Adult education
- Vocational and technical education
- Job training

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In addition to coordinating and integrating services, schoolwide program schools may combine federal funds to provide those services, this is called co-mingling funds. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

Documentation

See subsequent page

Resources

ND Title I Workbook Documenting the 10 Required Components of Schoolwide Planning – Coordination of Programs – www.dpi.state.nd.us/title1/springwkshp/coord.pdf

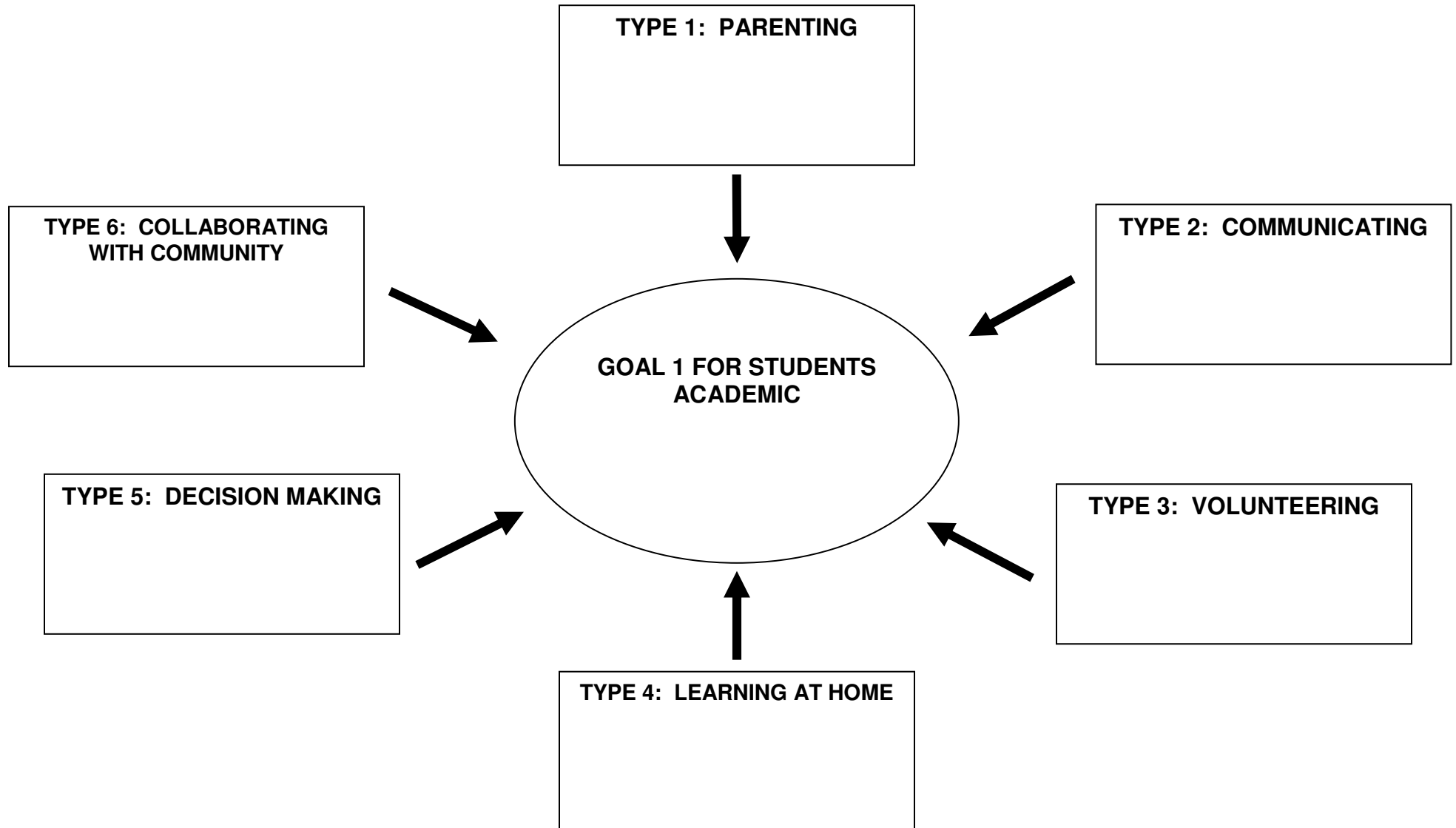
Information on Combining Federal Funds in a Schoolwide Program – www.dpi.state.nd.us/title1/schlwide/combine.shtm

Documentation of “Coordination and Integration” of Programs

Program	How it aligns to and supports the schoolwide program
Other Federal Title Programs	
Community-Sponsored Programs	
Extra-curricular Programs	
Counseling Services	
Local Programs	
Violence Prevention Programs	
Nutrition and School Foods Program	
Local Housing Programs	
Head Start and Other Preschool Programs	
Adult Education Program	
Vocational/Technical Education programs	

Use the Six Types of Involvement to Reach School Goals for Students

How might a comprehensive goal-oriented partnership program benefit students at your school? Choose one major goal that your school or district has set for students. Then, identify specific family and community involvement activities for the six types of involvement that might support that goal.



Co-Mingling Schoolwide Funds Overview

Section 1114 of Title I of the ESEA allows a school in which 40 percent or more of its students are from low-income families to use its Title I funds, along with other federal, state, and local funds, to operate a Title I schoolwide program.

The underlying purpose of the schoolwide approach is to enable schools with high numbers of at-risk children to integrate the services they provide to their children from federal, state, and local resources. A growing body of evidence shows that it is possible to create schools where all of the students achieve to high standards even when most are poor or disadvantaged. Such schools are most likely to be effective if they can make significant changes in the way they deliver services. By making systemic changes that knit together services funded from all sources into a comprehensive framework, schools will have a better chance of increasing the academic success of all their students.

A school that operates a schoolwide program may consolidate funds from other federal education programs in addition to Title I Part A funds to improve academic achievement throughout the school. This is called co-mingling schoolwide funds. A schoolwide program that includes other federal programs in addition to Title I Part A does not have to conform to the specific statutory or regulatory requirements of each separate program, as long as the intent and purposes of those programs are met. Moreover, the school is not required to maintain separate fiscal accounting records by program that identify the specific activities supported by those particular funds. Each school, however, must maintain records that demonstrate that the schoolwide program addresses the intent and purposes of each of the federal programs whose funds are being consolidated to support the schoolwide program.

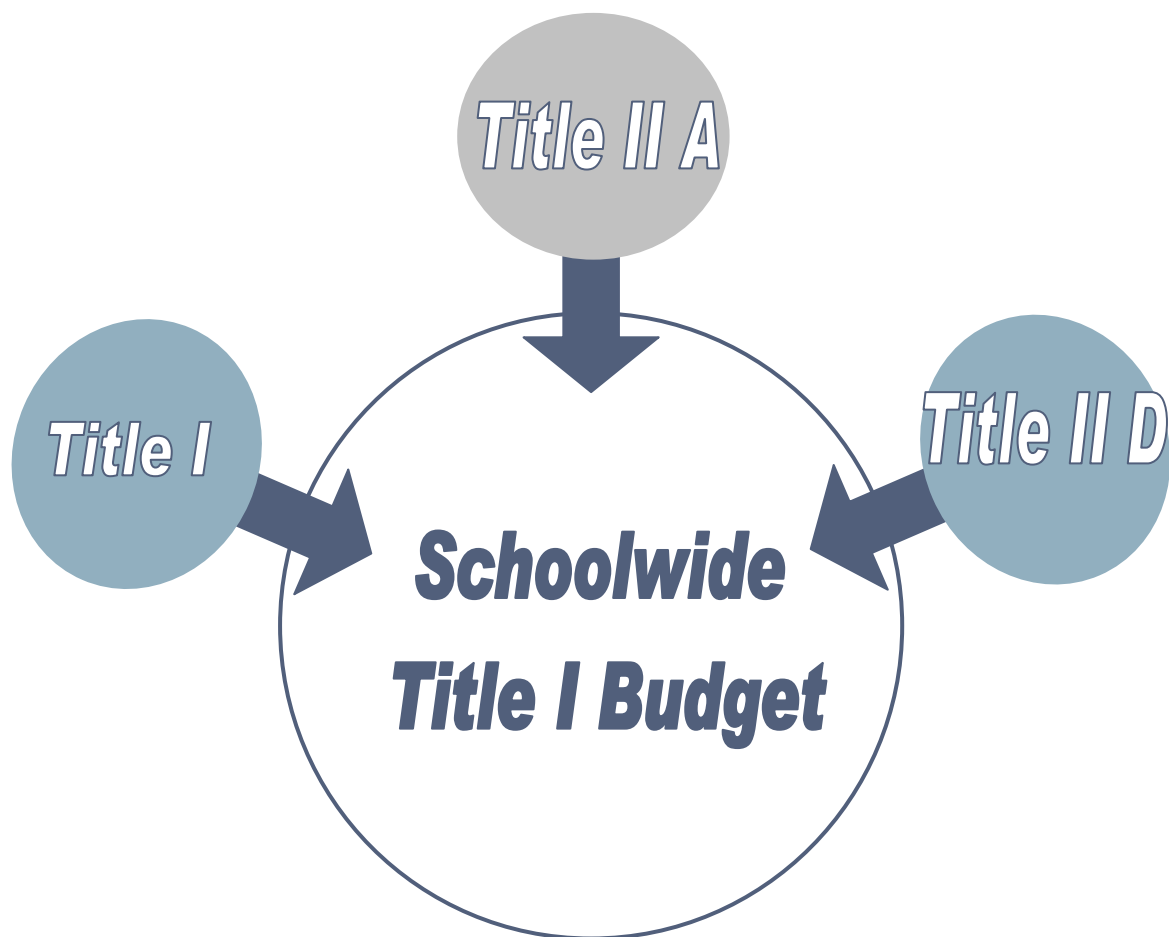


Schoolwide funds that are co-mingled may be used only to support activities identified by the comprehensive needs assessment and described in the schoolwide plan.

North Dakota Department of Public Instruction State Title I Office

Co-Mingling Schoolwide Funds

Schoolwide schools have the flexibility to participate in the schoolwide co-mingling program. This program allows schoolwide schools to combine funds and resources from other federal education programs with Title I, Part A funds and resources to upgrade the entire educational program in the school. Currently, North Dakota schoolwide schools can co-mingle their Title I, II A, and II D funds into one schoolwide budget. Schoolwide programs that choose to co-mingle funds to support their schoolwide plan do not have to track how each program's dollars are expended; however, the school must demonstrate that the schoolwide program includes activities to reasonably address the intent and purposes of each federal program combined.



If your school is interested in participating in the schoolwide co-mingling program,
please contact the state Title I office at:

<p>Stefanie Two Crow 600 E Boulevard Avenue, Dept. 201 Bismarck, ND 58505-0440 Phone: (701) 328-2292 Fax: (701) 328-4770 sttwocrow@nd.gov</p>	<p>Lodee Arnold 600 E Boulevard Avenue, Dept. 201 Bismarck, ND 58505-0440 Phone: (701) 328-1876 Fax: (701) 328-4770 laarnold@nd.gov</p>
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Annual Review Meeting and Parental Notification of Results

Requirement

Once written, the schoolwide plan remains in effect as long as the school chooses to be a schoolwide program. However, creators of the original schoolwide plan should acknowledge from the beginning that the schoolwide plan will evolve and grow over time as changes occur inside and outside of the school. A school must review and revise its plan as necessary, evaluating it at least annually to determine whether:

- the academic achievement of all students has improved, particularly of low-achieving students
- the schoolwide goals and objectives contained in the plan were achieved
- the ten components are being implemented
- the plan is still appropriate as written

The annual review can serve other valuable purposes. Results can:

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program.
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals.
- Increase the understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement.
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

The annual review is likely to result in modifications that addresses changing student needs, new instructional approaches, or modifications in standards, assessments, or the accountability system. Once the review is complete, the school must revise its plan, as necessary, based on the results of the evaluation to ensure the continuous improvement of student achievement.

Once updates have been made, a report/notification must be written and available to all stakeholders (staff in the school, parents, and other community members). The report typically includes background information, the evaluation questions, a description of evaluation procedures, an explanation of how the data was analyzed, findings, and a conclusion with recommendations. This notification can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

Documentation

See Subsequent Page

Resources

Ongoing Evaluation and Annual Review – www.dpi.state.nd.us/title1/springwkshp/swreview.pdf

Reviewing Your Schoolwide Plan – www.dpi.state.nd.us/title1/schlwide/require/review.shtm

NDMILE Toolkit – www.dpi.state.nd.us/title1/schlwide/planning.shtm

Documentation of Annual Review

We have scheduled our 2010-2011 schoolwide annual review for May 7, 2011. Since we are submitting this documentation prior to May 7, 2011, we have decided to include the schoolwide annual review results from our 2009-2010 school year. This meeting was held on May 3, 2010. This meeting was lead by Principal XYZ. All staff in the schoolwide school was in attendance at the meeting.

Agenda Items:

- Review and evaluation of 10 required components and implementation
- Review of annual assessment of parental involvement (survey results)
- Review of schoolwide goals
- Review of student assessment (NDSA, NWEA/MAPS, DIBELS, classroom assessments)
- Review of attendance data
- Review of instructional strategies and learning activities implemented

Meeting Minutes:

After thorough discussion on each of the above items, it has been determined the following changes will take place during the 2010-2011 school year regarding the schoolwide plan and its initiatives.

- Reading – Flexible Grouping – Using data from the DIBELS, NWEA, and NDSA, we will determine how students will be divided into flexible grouping teams. These teams will be flexible and will change based on the results of ongoing assessment and data review. Classroom teachers and specialists will gather on a weekly basis to evaluate data, plan instruction, share teaching techniques, etc., to prepare for the flexible grouping time. This is also the time when student assessment results will be discussed and teaming changes may be made.
- Reading – Study Groups – In order to help our teaching staff better interpret student assessment results, we will focus our study groups on analyzing student scores and assessment data.

We will continue with our initiatives in the following areas:

- Ongoing assessments and assessment portfolios (reading and math)
- Curriculum mapping (reading and math)
- Reading nights and math nights
- Parental involvement

We will determine our effectiveness by:

- Reviewing assessment data to help create the best learning environment for our students
- Using data to drive instruction and interventions
- Gathering parental and staff input on the programs being implemented
- Teaming with other staff

**North Dakota Department of Public Instruction
State Title I Office Schoolwide Training**

Resources

Important Points for Schoolwide Programming

Purpose

The purpose of a schoolwide plan is to improve the academic assistance of ALL students at the school. All teachers at the school develop, implement, and review the schoolwide plan. The particular needs of the students and staff of the school itself must drive the schoolwide plan.

Whole School Reform

Schoolwide programs require schools to engage in research-proven reform strategies that raise the academic achievement of all students. No longer are particular students identified as eligible for Title I services. Instead, the entire school is the focus of improvement.

Supplement, Not Supplant

In a Title I targeted assistance program, the “supplement not supplant” regulation means that Title I funds and Title I services must supplement and not supplant all regular school programming. In other words, a school may not use Title I funds to perform a service—such as paying all teachers a professional development stipend or buying classroom textbooks—that would normally be paid for with local or state dollars. All services provided by personnel paid with Title I funds must be supplemental in terms of providing additional instructional services for students identified for Title I services.

In a schoolwide program, supplementing is purely a fiscal analysis. A schoolwide program must use Title I funds to supplement the funds that are available from non-federal sources—i.e., to supplement district and state funds. At the same time, the schoolwide program is not required to demonstrate that the services provided supplement services regularly provided as long as the overall level of services is higher than it would be without federal dollars. In a schoolwide program it doesn’t matter which service came from which funding source—federal, state, or local—as long as overall all students have access to more services.

Title I schoolwide funds may NOT be used toward expenditures that, in the past, have been paid for with state or local funds (e.g., teachers, administrators, textbooks, etc.). Rather, Title I funds should be used in ways that will allow you to provide more instructional services to your students than are available without Title I funding. All students should be able to benefit from these additional programs.

Spending Title I Dollars in a Schoolwide Program

As you know, the allocation of Title I dollars in a schoolwide program should be based on the results of ongoing data analysis at each school to determine what your school needs to raise academic achievement in reading and math. Below is a list of possible

ways that a schoolwide program could spend additional Title I dollars to increase student achievement. If one of these ideas matches well with your particular program, consider implementing one of these approaches:

<ul style="list-style-type: none"> ▪ Hiring additional teachers to reduce class size. 	<ul style="list-style-type: none"> ▪ Hiring a preschool teacher. 	<ul style="list-style-type: none"> ▪ Spending Title I dollars to get all staff highly qualified.
<ul style="list-style-type: none"> ▪ Hiring staff for a research-based, extended day program. 	<ul style="list-style-type: none"> ▪ Spending additional Title I dollars on effective supplemental services offered before or after the regular school day. 	<ul style="list-style-type: none"> ▪ Paying all teachers stipends for participating in ongoing professional development beyond contract time.
<ul style="list-style-type: none"> ▪ Hiring a parent liaison to make sure that all students attend school regularly and parents are involved in their child's education. 	<ul style="list-style-type: none"> ▪ Hiring a data coordinator or school improvement coordinator to organize all improvement efforts. 	<ul style="list-style-type: none"> ▪ Extending a half day or three day a week kindergarten program to a full time program.
<ul style="list-style-type: none"> ▪ Implement a supplemental reading component to your core program to include all components of SBR. The ND Reading First website has a state-approved list of programs found to be based on SBR that have a proven record of effectiveness. www.dpi.state.nd.us/title1/reading/index.shtm 	<ul style="list-style-type: none"> ▪ Hiring instructional coaches who provide ongoing guidance to all staff members on implementing and improving research-proven instructional strategies. 	<ul style="list-style-type: none"> ▪ Hiring a professional development technical assistance provider to guide schoolwide study groups, monitor instructional changes, and assist in data analysis.

Revising the Schoolwide Plan

Revisions to the schoolwide plan must be submitted to the State Title I office at the Department of Public Instruction annually by annually gathering and reviewing data, submissions in the NDMILE, updating the NDMILE Schoolwide Supplemental Report, and documenting the Annual Review in the NDMILE Agenda and Minutes.

Accountability/Monitoring

You will be held accountable to put into practice what your schoolwide plan says the school will do. In fact, schools are monitored against the implementation of the plan and the ten required schoolwide components that are documented in the NDMILE School Indicators and NDMILE Schoolwide Supplemental Report.

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Allowable Uses of Funds During the Title I Schoolwide Planning Year

Purpose of Title I

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local education agencies to meet the needs of at-risk students. The goal of Title I is to provide instructional services and activities which support students in meeting the state's challenging performance standards.

Comparing Targeted Assistance and Schoolwide

No Child Left Behind sets ambitious goals for raising student achievement in mathematics and reading, so whether a school operates as a targeted assistance or a schoolwide program, the focus is on raising student achievement.

A targeted assistance school uses Title I funds to support programs for eligible children, i.e., children who are failing or at risk of failing to meet the state's standards.

A schoolwide program uses its Title I allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. The students and all the teachers at the school use Title I funds to improve the school's entire academic program.

Transitioning to a Schoolwide Program

A minimum of one year of planning is required before schools are allowed to operate a Title I schoolwide program. During the planning year, all staff will participate in professional development and ultimately, develop a schoolwide plan.

A Title I targeted assistance school seeking to establish a schoolwide program must spend a full year conducting a comprehensive needs assessment and developing a schoolwide plan. Until that year is completed, the school may not take advantage of the flexibility available to schoolwide programs.

Schools in the schoolwide planning year are still required to operate and utilize its funding as a Title I targeted assistance program; however, there is some flexibility with regard to funding for professional development in the schoolwide planning year.

Spending Title I Funds During the Schoolwide Planning Year

Below is a list of possible ways that schools in a schoolwide planning year could spend Title I funds.

- All instructional aides and paraprofessionals in a schoolwide program need to meet the NCLB regulations and hold a Title I paraprofessional certificate of completion. Financial assistance may be given to ensure they are highly qualified.
- Paying all teachers stipends for participating in ongoing professional development beyond contract time to support schoolwide planning.
- Hiring a professional development technical assistance provider to guide schoolwide study groups, monitor instructional changes, and assist in data analysis with regard to schoolwide planning.
- Purchasing professional literature to support professional development and study groups for schoolwide planning.

If you have questions regarding this issue, please contact:

Department of Public Instruction
State Title I Office
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

Telephone: (888) 605-1951
Fax: (701) 328-4770
Website: www.dpi.state.nd.us/title1/index.shtm

Establish a Schoolwide Planning Team

Team building in education can be oriented toward overcoming the separateness of teachers in order to provide encouragement and support for change. (Building Teams to Rebuild Schools. Phi Delta Kappan. March 1993.)

Members of your schoolwide planning team should include:

- Parents
- Teachers (regular classroom & Title I)
- Other staff
- Administrators
- School board members
- Students (secondary programs)
- Community members
- Head Start staff, etc.
- Paraprofessionals
- Representatives from state/local TA teams



Eventually, the schoolwide planning team should also include representation from each of the Focus Groups.

Communication:

- This team should devise a plan for how they will communicate schoolwide plans with the entire school staff and school community.
- This team should keep minutes, agendas, and dates of each group meeting.
- Regular communication should occur between the schoolwide planning team (SPT) and the entire building staff, parents, and district administration.
- Assign roles to team members. Some ideas include: Chair/Team Leader, Assistant Chair, Data Coordinator, Communications Expert, Secretary, Timekeeper.

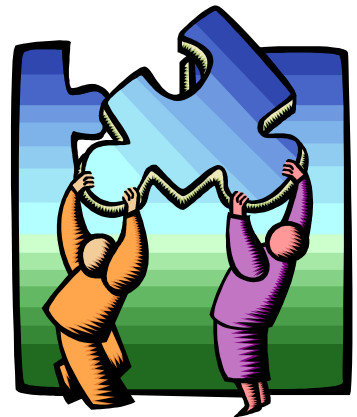
Responsibilities:

- This team will have the responsibility of designing and administering the needs assessment and overseeing the implementation and evaluation of the schoolwide plan.
- The first major assignment for this team will be to design and conduct a comprehensive needs assignment. (Note: Some sources also recommend first writing a mission statement and school profile to guide you when you interpret the needs assessment information.)

Successful Schoolwide Planning Teams:

- Understand that the schoolwide focus is on teaching and learning.
- Are committed to put in the time necessary to implement a successful change.
- Recognize that a schoolwide program does not provide add-on services or replicate a standard model but instead adopts a research-proven program or instructional method that suits their particular school's needs.
- Believe that this process is for improvement and that their desire for improvement can and will bring about changes in academic performance (A "no excuses" theme).

Encouraging Teamwork*



- **Think of your team as a team.** Until you can imagine a team, you cannot build a team.
- **Name your team.** You know that if your kids bring home a puppy, you can still get rid of it . . . unless they've already named it. Names are powerful unifiers.
- **Design team shirts...literally or figuratively.** A uniform serves many purposes. Uniforms and teams go together.
- **Visual awards for performance.** Recognition pins, stickers, and other awards. Recognition helps to develop pride in group membership.
- **A flag.** Banners, logo pennants, and department posters differentiate one group from another. Another pride producer.
- **Game plan.** Have a team building game plan and make it known. Have a graphic-- like the United Way thermometer-- to show how close you are to completion.
- **Keep your team in shape.** Incorporate pint-sized brainstorming sessions into your meetings. Critique-free brainstorming is a brain loosener.
- **Celebrate together.** Celebrate little victories that are work related. Celebrate often.
- **Support self-esteem.** Self-esteem is contagious. The more each of you has, the more the team will have.
- **Motto board.** Create an area where you can post positive, team-oriented messages.
- **Decorate for the holidays.**
- **Stand up.** When the meeting stalls-- stand up. Don't be stuck in chairs. Research shows that people digest complex facts better and make quicker decisions when standing.

Resource for Conducting the Comprehensive Needs Assessment

April-September:

Establish a Schoolwide Planning Team

- Identify members.
- Devise a communication plan.
- Assign roles to team members. Assign one person with the task of inputting and arranging data (someone with extensive knowledge of spreadsheet or data warehouse).
- First major task—coordinate and administer the comprehensive needs assessment.
- First assignment: Facilitate conversations with discussion questions and data steps handouts. Consider ordering other materials or contracting with an external provider that is of high quality, sustained, and focused on improved teaching and student learning.
- Recommended books include:
 - *V. Bernhardt - The School Portfolio Toolkit*
 - *Data Analysis for Comprehensive Schoolwide Improvement*
 - *Designing and Using Databases for School Improvement*
 - *R. Marzano – Classroom Instruction That Works & What Works In Schools*
 - *R. Payne – Framework for Understanding Poverty*
 - *W. Parrett – Kids Left Behind: Catching Up the Underachieving Children of Poverty*

September-October:

Conduct the Comprehensive Needs Assessment

- What data do we already have and what types? (Student achievement, perception, demographic, program)
- What data do we need to collect?
- How will we disaggregate the data?
- Collect data. Tools included:
 - To assess staff development (program and perception), use the self-assessment tool of the NSDC standards. To assess at-risk instructional practices, use the teacher self-assessment.
- Do we need to collect more data? The leadership team should—Identifying data sources the needs assessment.
- Conduct data review—disaggregate data by subgroups, demographics, others. Use resources to work through data review.

October:

Identify 1-4 Schoolwide Goals

- Organize the data to share with all staff.
- Use the data activities at meetings/study groups
- Ask questions about using data results to identify goals, brainstorm for solutions, and remember the ten required components for schoolwide planning.
- Identify your schoolwide goals, the data results that led you to identify the goals, and any important disaggregated information.

November:

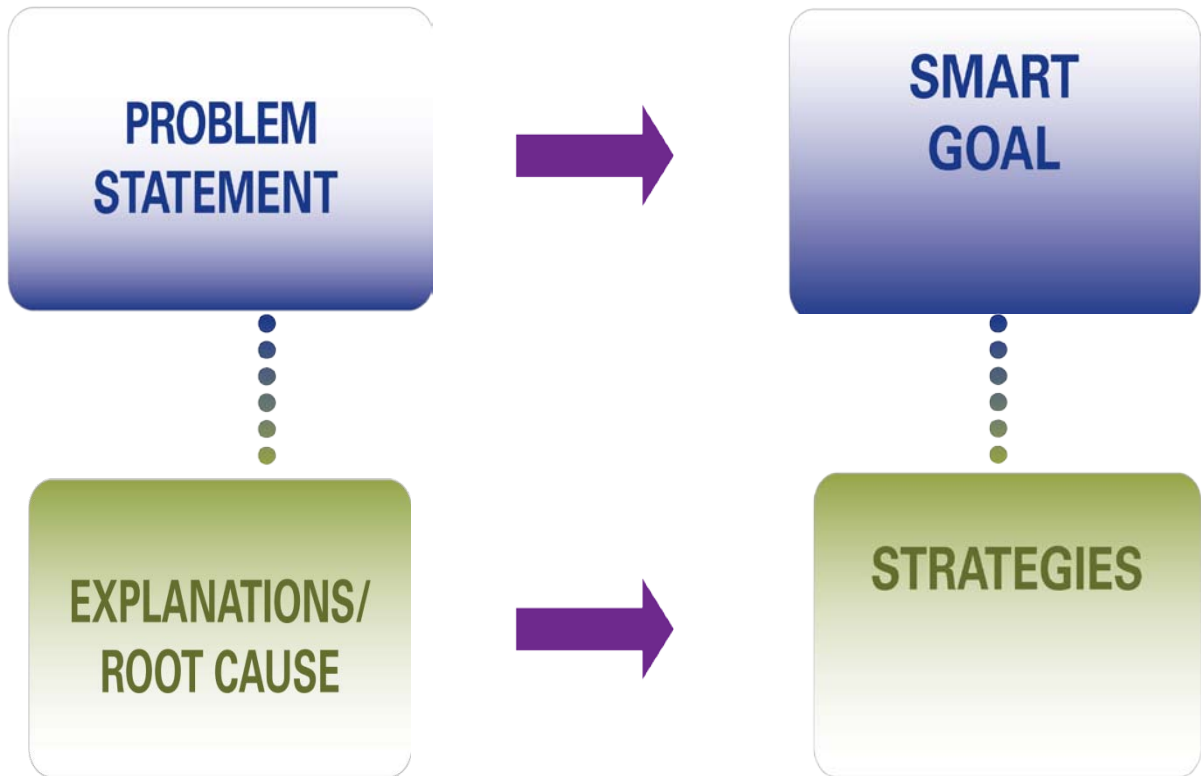
Establish Study Groups

- Divide staff into study groups (one group for each identified goal).
- Have each study group create an action plan.
- Continue study group meetings to identify solutions.

Data Steps:



Step 1: Collect & Organize Data	<ul style="list-style-type: none"> ✓ Take inventory of available data ✓ Define a focus question ✓ Use multiple sources of data ✓ Draw from different types of data ✓ Develop a data collection plan
Step 2: Analyze Data	<ul style="list-style-type: none"> ✓ Organize data reports by question. ✓ Work systematically through layers of information. ✓ Make calculations and visual displays of data. ✓ Use color (e.g., Stoplight Highlight Method). ✓ Disaggregate. ✓ Make clear, factual observations. ✓ Avoid explaining patterns until you exhaust observations.
Step 3: Interpret Data	<ul style="list-style-type: none"> ✓ Summarize observations. ✓ Generate explanations. ✓ Identify root causes.
Step 4: Plan to Take Action	<ul style="list-style-type: none"> ✓ Set short-term and long-term goals. <i>What would we like to see happen?</i> ✓ Generate strategies. <i>What actions will we take to make it happen?</i> ✓ Plan to monitor implementation and effectiveness. <ul style="list-style-type: none"> ○ <i>Are we doing what we said we would do?</i> ○ <i>Is it working?</i>



Self-Assessment of Implementation of NSDC Standards

PURPOSE: Determine a group's perception of the current state of implementation of the NSDC Standards for Staff Development. The assessment can be used to reveal strengths as well as areas for improvement.

Because of the value in obtaining multiple perspectives, the self-assessment will be most useful if several members of a group complete the survey and share their responses. Stakeholder groups that might use this self-assessment include district staff development committees, school boards, school-based staff development committees, whole faculties, or school improvement teams.

PREPARATION: Prepare enough copies of the Self-Assessment and the Scoring Guide so that each participant has his or her own copy. Prepare a poster-size copy of the Scoring Guide and be prepared to display it in the meeting room.

TIME: **Part I:** 15 to 20 minutes.
Part II: 90 minutes to 2 hours.
Part III: 1 to 3 hours.

Directions to the facilitator

PART I: COMPLETE THE ASSESSMENT

1. Have each individual complete the Self-Assessment alone.
2. Ask participants to record their responses on the scoring guide.

PART II: ANALYZE THE DATA

Analyze the data in two ways: Average Score and Score Distribution.

AVERAGE SCORE

1. Display the poster-size copy of the Scoring Guide on the meeting room wall. When participants have completed their individual scoring, ask them to transfer their scores to the poster-size scoring guide. Group members can do this by making hatch marks, posting colored dots, making Xs in the appropriate places, or using any other method the facilitator devises.
2. Select a participant or a group to compute the average score for each question and then for each standard.
3. Create a list that rank orders the standards from highest to lowest.

SCORE DISTRIBUTION

1. Direct participants' attention to the poster-size scoring guide which shows the distribution of the scores. Ask them to consider whether there is common agreement or disagreement of group member opinions. For example, an average of 3.0 could occur because all participants responded "Neutral" (3.0). But the statement could also average 3.0 if half the group responded "Strongly Disagree" (1.0) and half responded "Strongly Agree" (5.0). Wide distribution indicates disagreement concerning the statement. This kind of skewed distribution would require further conversation for there was not agreement among group members.

2. On the ranking list, the facilitator should highlight standards with a wide distribution of scores. Encourage participants to discuss these standards by asking questions such as:
 - Why did you score this statement as a 1 or a 5?
 - Can anyone provide additional information concerning implementation of this standard in the school or district?
 - Does anyone want to change the score based on this new information?

PART III: DETERMINE STRENGTHS AND AREAS OF IMPROVEMENT

1. Lead a group discussion to reach a consensus about which three or four standards should be given priority in an improvement plan. The goal should be to identify the standard which, if improved, would have the greatest potential for making improvements in the school or district. For example, training in collaboration is important, but ensuring that all major staff development initiatives include an evaluation component might signal a greater change within the school system. The group might consider two standards that represent strengths in the school or district and two standards that require significant attention.
2. The group could then create an action plan for the implementation of the priority standards.

Self-Assessment of Implementation of NSDC Standards of Staff Development

Name (Optional) _____ School or District _____

Determine whether the school or district is the focus for your answers. Indicate whether you agree or disagree with each statement.

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
LEARNING COMMUNITIES						
1. In this school/district, small learning teams are a primary component of the staff development plan.	0	1	2	3	4	5
2. In this school/district, all teachers are part of ongoing, school-based learning teams that meet several times a week to plan instruction, examine student work, and/or solve problems.	0	1	2	3	4	5
3. In this school/district, school faculties and learning teams focus on school and district goals.	0	1	2	3	4	5
LEADERSHIP						
4. In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.	0	1	2	3	4	5
5. In this school/district, leaders recognize staff development as a key strategy for supporting significant improvements.	0	1	2	3	4	5
6. In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.	0	1	2	3	4	5
RESOURCES						
7. In this school/district, staff development occurs primarily during the school day.	0	1	2	3	4	5
8. In this school/district, at least 10 percent of the district's budget is dedicated to staff development.	0	1	2	3	4	5
9. In this school/district, 25 percent of an educator's workday is used for staff development.	0	1	2	3	4	5

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
DATA-DRIVEN						
10. In this school/district, data on student learning provide focus for staff development efforts.	0	1	2	3	4	5
11. In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students.	0	1	2	3	4	5
12. In this school/district, data are disaggregated to ensure equitable treatment of all sub-groups of students.	0	1	2	3	4	5
EVALUATION						
13. In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation).	0	1	2	3	4	5
14. In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation).	0	1	2	3	4	5
15. In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.	0	1	2	3	4	5
RESEARCH-BASED						
16. In this school/district, staff development prepares educators to be skillful users of educational research.	0	1	2	3	4	5
17. In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.	0	1	2	3	4	5
18. In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.	0	1	2	3	4	5

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
DESIGN						
19. In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.	0	1	2	3	4	5
20. In this school/district, technology supports educators' individual learning.	0	1	2	3	4	5
21. In this school/district, a variety of follow-up activities follow every major change initiative.	0	1	2	3	4	5
LEARNING						
22. In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.	0	1	2	3	4	5
23. In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.	0	1	2	3	4	5
24. In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.	0	1	2	3	4	5
COLLABORATION						
25. In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade-level teams).	0	1	2	3	4	5
26. In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict.	0	1	2	3	4	5
27. In this school/district, staff development prepares educators to use technology to collaborate.	0	1	2	3	4	5

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
EQUITY						
28. In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students' cultural backgrounds.	0	1	2	3	4	5
29. In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.	0	1	2	3	4	5
30. In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.	0	1	2	3	4	5
QUALITY TEACHING						
31. In this school/district, teachers have many opportunities to develop deep knowledge of their content.	0	1	2	3	4	5
32. In this school/district, staff development expands teachers' instructional methods appropriate to specific content areas.	0	1	2	3	4	5
33. In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.	0	1	2	3	4	5
FAMILY INVOLVEMENT						
34. In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.	0	1	2	3	4	5
35. In this school/district, staff development prepares educators to create relationships with parents to support student learning.	0	1	2	3	4	5
36. In this school/district, technology is used to communicate with parents and the community.	0	1	2	3	4	5

Scoring Guide

CONTEXT

Learning Communities

1. _____

2. _____

3. _____

Average score: _____

Leadership

4. _____

5. _____

6. _____

Average score: _____

Resources

7. _____

8. _____

9. _____

Average score: _____

PROCESS

Data-Driven

10. _____

11. _____

12. _____

Average score: _____

Evaluation

13. _____

14. _____

15. _____

Average score: _____

Research-Based

16. _____

17. _____

18. _____

Average score: _____

Design

19. _____

20. _____

21. _____

Average score: _____

Learning

22. _____

23. _____

24. _____

Average score: _____

Collaboration

25. _____

26. _____

27. _____

Average score: _____

CONTENT

Equity

28. _____

29. _____

30. _____

Average score: _____

Quality Teaching

31. _____

32. _____

33. _____

Average score: _____

Family Involvement

34. _____

35. _____

36. _____

Average score: _____

Teacher Self-Assessment of Classroom Practices to Support the At-Risk Learner*

Classroom		Never	Sometimes	Usually
The following characteristics describe my classroom:				
a.	Long- and short-term instructional objectives are identified for each student.	1	3	5
b.	The learning atmosphere is positive, interesting and stimulating.	1	3	5
c.	Motivational factors are easily apparent. The classroom has visible signs of teacher's efforts to motivate students (e.g., a display of student's work/achievements, cultural relevance).	1	3	5
d.	Daily routines that do not have an instructional focus are effectively organized to avoid wasting prime instructional time (e.g., the transfer of students to and from class).	1	3	5
e.	The necessary materials for each task are easily and efficiently distributed in an orderly manner, causing little or no classroom disruption.	1	3	5
f.	The students are busy with assigned tasks and are provided ample opportunity to complete tasks to the best of their ability.	1	3	5
g.	If a disturbance occurs, the teacher handles the misconduct quickly and with minimal loss of instructional time (e.g., little time is spent upon minor infractions, and disturbances do not cause all students to lose valuable instructional time).	1	3	5
h.	The teacher appropriately circulates in the classroom, assists students with their assignments, and monitors their progress.	1	3	5
i.	Student questions are encouraged.	1	3	5
j.	The teacher asks students questions that require reasoning, analysis, and factual responses (e.g., the teachers asks questions that are open-ended).	1	3	5
k.	The teacher's instructional methods are stimulating and interesting.	1	3	5
l.	The teacher identifies the relevance of the material to the students; his/her enthusiasm is evident.	1	3	5
m.	Continuity of the instructional program is clear. The teacher opens and closes lessons with a brief summary of what was learned yesterday, what was learned today, and what will be learned tomorrow.	1	3	5
n.	The teacher identifies students' strengths and praises and encourages them.	1	3	5
o.	The teacher offers only constructive, non-judgmental criticism and does not make comments that embarrass students.	1	3	5

* Adapted from the *Teachers Self-Assessment of Classroom Practices to Support the At-Risk Learner* distributed by Vancouver Public Schools of Washington.

Time Management		Never	Sometimes	Usually
a.	Teachers are protected from excessive paperwork and interruptions.	1	3	5
b.	The instructional day is not disrupted by unnecessary interruptions (e.g., P.A. system, calling teachers to office, etc.).	1	3	5
c.	Student attendance is monitored to ascertain that students are not missing undue amounts of instruction.	1	3	5
d.	Parents are informed of the frequency of student absences and tardiness.	1	3	5
School Environment				
a.	Procedures for behavior management are formalized and implemented on a schoolwide basis.	1	3	5
b.	I promote high achievement, behavioral and attitudinal expectations for <i>all</i> students.	1	3	5
c.	I promote a system that rewards students for their efforts.	1	3	5
Coordination				
I am involved in decisions regarding the coordination of curriculum, instruction, and assessment:				
a.	I participate in decisions regarding collaboration among instructors for monitoring student progress.	1	3	5
b.	I have participated in discussions for classroom teachers and parents concerning the advantages of participation in the schoolwide program.	1	3	5
c.	Teachers are provided structured time to systematically interchange information regarding the progress and instructional needs of individual students.	1	3	5
d.	Parents are provided with periodic reports regarding the progress of their students toward meeting appropriate instructional objectives and to identify their strengths and challenges.	1	3	5
Staff Development				
a.	A professional development program exists for the staff that focuses on improving instruction in the classroom. The program is cohesive, and involves all staff working together.	1	3	5
b.	Data and what students and teachers need to improve is used to identify which professional development activities to endorse, sponsor, or approve.	1	3	5
c.	Staff capabilities are recognized and opportunities are provided for them to share their expertise and experience with their colleagues.	1	3	5
d.	Study groups that focus specifically on improving instruction are a main component of the professional development happening at the school.	1	3	5
e.	In-service activities are regarded as opportunities for teachers and staff members to exchange ideas, practice and improve instruction.	1	3	5
f.	Staff development is the cornerstone of all school reform plans. It is a part of every school day, and the school supports staff development with appropriate resources.	1	3	5

North Dakota Department of Public Instruction State Title I Office

Resources for Ongoing Data Collection and Comprehensive Needs Assessment

Below are individuals and companies that schools and districts could consider contacting to assist with the comprehensive needs assessment process.

North Dakota LEAD Center

- ❖ www.ndlead.k12.nd.us/index.html
- ❖ 701-258-3022

Mid-continent Research for Education and Learning

- ❖ www.mcrel.org
- ❖ 303-337-0990

North Central Comprehensive Center

- ❖ www.mcrel.org/nccc
- ❖ 651-523-2146

Statewide System of Support Consultant Team

- ❖ www.dpi.state.nd.us/title1/resource/support/SSOS.shtm

Dr. Victoria Bernhardt

- ❖ vbernhardt@csuchico.edu
- ❖ 530-898-4482
- ❖ <http://eff.csuchico.edu>

MPR Associates, Inc.

- ❖ Shierra Merto, Contract Manager
- ❖ (510) 849-4942
- ❖ smerto@mprinc.com

Peg Portscheller & Ava M. Lanes, Education Consultants

- ❖ www.pathwaystoreresults.com
- ❖ 720-480-8688 or 970-274-3959

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

State Title I Office

Collegial Study Groups

Collegial Study Groups

1

Establish a regular meeting time

- ◆ Schedule frequent meetings for shorter time periods
- ◆ No more than two weeks apart
- ◆ One hour minimum - Two hour maximum
- ◆ Focus is ALWAYS on improving instruction and student learning

2

Establish Study Group Norms and Roles

NORMS

- ◆ Study groups must set ground rules (norms)
- ◆ Norms help clarify what is expected from all study group members

ROLES

- ◆ Team members must share the responsibility of the study group
- ◆ Roles may be rotated among team members

3

Develop an Action Plan for the Study Group

- ◆ Each study group should have its own action plan
- ◆ Action plans help drive and direct the study group

4

Tips for Success and Focus on Instruction

- ◆ Not just a new name for a new team
- ◆ Don't get lost in administrative issues
- ◆ Focus on CURRICULUM and INSTRUCTION

5

Begin Meetings

- ◆ Rotate leadership
- ◆ Document each meeting
- ◆ Encourage all study group members to maintain personal logs
- ◆ Set goals for each meeting

6

Monitor Effectiveness

- ◆ Continually evaluate the effectiveness and progress of the study group
- ◆ Look for evidence that...
 - ◇ Teachers are working together to deliver a coherent curriculum
 - ◇ Teaching practices have improved
 - ◇ Student achievement has increased



Step 2: Study Group Roles

- Study group team members share the responsibility for the effectiveness and productivity of meetings.
- Teams assign and rotate roles among the members.

Facilitator – The facilitator confirms the times and location for the meetings, gathers materials, facilitates discussion, maintains focus, ensures participation by all and ends the meetings.

Name(s)

Recorder – The recorder takes notes and completes a log of the meeting. The notes and log should be distributed to all group members.

Name(s)

Timekeeper – The time keeper starts and ends the meetings on time and helps to maintain focus by reminding the study group of time left to complete tasks or wrap up discussion.

Name(s)

Researcher – The researcher provides resources for topics under discussion and locates information that is requested during the study group meetings.

Name(s)

Step 2: Study Group Norms

- Study groups must set ground rules (norms).
- Norms help clarify what is expected from everyone and how team members are expected to interact.
- Norms are revisited as needed.

Please list the norms (rules) you would like to see in your study group

Sample Norms

- Meetings start and end on time.
- Everyone is expected to participate.
- Roles will rotate among study group members.
- Everyone has an equal voice.
- Opinions are respected.
- There are no putdowns of self or others.
- Everyone is responsible to complete assignments.
- Everyone is responsible for staying focused on the topic.

Step 3: Developing an Action Plan

- The study group begins by collecting and reviewing data and information to determine the greatest area of need.
- The study group then narrows their topic to address specific student needs that are being exhibited.

Example. If the area of greatest need is reading. The study group must determine what specifically in reading are the students struggling with.

- If multiple study teams are developed, each study team develops its own action plan.
- The action plan helps to drive and direct the study group's efforts.

An Action Plan Should Contain...

- The topic under study
- Specific areas of need
- What the team will research and study to address the area of need
- The intended result of the study group

Action Plan Examples.

- ➔ Reading professional literature
- ➔ Discussing and reflecting on possible applications for students
- ➔ Researching, studying and teaching to standards
- ➔ Selecting activities and strategies to try in the classroom
- ➔ Gathering and examining student work
- ➔ Discussing teaching activities that were successful and those that were not successful and why
- ➔ Participating in additional training
- ➔ Evaluating what works
- ➔ Setting new priorities and expectations

Step 3: Study Group Action Plan

Subject Under Study.

Specific Area(s) of Need.

Actions the teachers will take during study group meetings.

What the group will actually do during the study groups meetings?

Consider using action verbs listed below

- | | | | | |
|------------|---------------|------------|---------------|-------------|
| ■ Practice | ■ Demonstrate | ■ Explore | ■ Investigate | ■ Share |
| ■ Collect | ■ Construct | ■ Critique | ■ Design | ■ Role play |
| ■ Train | ■ Model | ■ Share | ■ Read | ■ Examine |

Intended results of the study group.

How will these results be determined?

Step 3: Study Group Action Plan

Subject Under Study.

Reading

Specific Area(s) of Need.

We have identified two areas that we would like to pursue. These areas include: teaching reading strategies in all content areas and teaching reading comprehension across the curriculum.

Actions the teachers will take during study group meetings.

What the group will actually do during the study groups meetings?

Consider using action verbs listed below

- | | | | | |
|------------|---------------|------------|---------------|-------------|
| ■ Practice | ■ Demonstrate | ■ Explore | ■ Investigate | ■ Share |
| ■ Collect | ■ Construct | ■ Critique | ■ Design | ■ Role play |
| ■ Train | ■ Model | ■ Share | ■ Read | ■ Examine |

Through this study group, we will... read professional literature, discuss and reflect on how this applies to our students, select activities and strategies to try in our classroom, discuss what activities were successful and why, gather and examine student work, set new priorities and expectations for all students.

Intended results of the study group.

The intended result of this study group is to increase the effective teaching of reading strategies and reading comprehension in all grade levels and in all subject areas. Another intended result of this study group is for greater collaboration among staff members.

How will these results be determined?

These results will be determined through the examination on NWEA and state assessment reading comprehension scores, reviewing of teacher lessons and teacher observation, review of study group assignments and participation, and district and teacher efforts to make teacher collaboration a priority.

Step 4: Tips for Success and Focus on Instruction

Tips for Success

Study groups...learning communities...learning teams...what ever they may be called, don't just happen because the time is set aside for educators to get together and meet. They must be nurtured and deliberate. They often start with great momentum and excitement, but can lose focus. Below are tips to keep in mind to help your group stay on the right track.

- Find your purpose – Without a purpose, what is the point of meeting? Revisit this frequently.
- Unearth Success – Set tasks that can be accomplished and review the success achieved.
- Goodbye Unhelpful Attitudes – If needed, revisit the norms to ensure that they are followed. Negative attitudes can really drag the team down and hinder success.
- Relax and Experiment – Try new things! We can learn from our failures and successes.
- Produce Your Results – Develop something tangible that shows the progress the team is making (i.e., bulletin board, video, lesson plans, etc.). This helps to validate the purpose and growth of the group.
- Reflect – At the close of each meeting, summarize where you have been and what you accomplished. This should lead into discussion for the next meeting.
- Don't Leave Mad – Although the team does not have to agree on everything, it is important for decisions to be made. So, if a controversial topic is being discussed and the meeting has to come to an end, try to make a decision on it. Even if the decision is not unanimous, decisions should be made and then discussed at the subsequent meeting.
- Rotate Responsibilities – Take turns with the various roles established.

Focus on Instruction

Educators must make a conscious effort to focus on instruction and those practices that are in the school's control when working in study groups. Putting effort and blame on matters outside the school's control is not an effective use of time and will not produce results. Focusing on instruction will help move your group to begin working as a team.

- Don't get lost in administrative issues
- Focus on CURRICULUM and INSTRUCTION
 - Implementing new and effective techniques
 - Providing coherent curriculum
 - Reaching ALL students' needs
 - Monitoring student progress
 - Finding practical ways to improve teaching and learning

Resources:

- Jolly, A. (2008). *Avoid Learning Community Burnout*. Teacher Magazine. Vol. 01, Issue 02, Page 8.
- NSDC Tools. (2005). *Transform your group into a team*. Tools for Schools for a Dynamic Community of Learners and Leaders. Vol. 9, No. 2.

Step 5: Documenting Professional Development



Meeting date: _____

Study Group Members Present:

Research/Literature/Instructional practice under study:



Summary of Last Meeting:

Discussion:



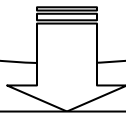
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Application(s) to classroom:



Do we need further information to proceed to implementation? (Complete only one side)

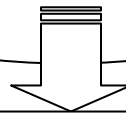
☐ Yes



What is our plan to gather more information?



☐ No



What is our plan to experiment with implementation?



How will we measure success?



Assignments/What will happen at our next meeting?



Step 6: Monitor Effectiveness

Study groups should monitor their effectiveness throughout the meeting process.

The following questions should be considered when determining effectiveness:

- What evidence is there that teachers are working together to deliver a coherent curriculum?
- What evidence is there that the teaching practices have improved?
- What evidence is there that student achievement has increased?

The following documents have been developed to assist you with gathering the appropriate documentation for evaluating study groups. These documents can be found on the subsequent pages of this guide.

- Beginning Evaluation
- Interim Evaluation
- Final Evaluation

Step 6: Beginning Evaluation

Date: _____

Our study group topic is _____.

What data did we consider when establishing the topic of this study group?

Is there data that still needs to be collected? If so, what?

How does our topic reflect our schoolwide needs?

What are the intended goals and objectives of our study group?

How will our study group document change?

Step 6: Interim Evaluation
Date: _____

What is working well in our study group? Why?

What are the challenges the study group is facing?

What are some solutions for the challenges?

What do we want to continue with our study groups?

What will we change? How will we make this/these change(s)?

Step 6: Final Evaluation

Date: _____

Did we accomplish our goals and objectives?

Can we document change as a result of the study group?

What recommendations can we make for our school based on the results of the study group?

Are there further steps we would like to take as a result of this study group?

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Teacher Quality Research

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

<http://www.tqsource.org/practicalGuide/>

National Council on Teacher Quality (May 2011)

Summary: Across the nation, states and districts are in the process of building better teacher evaluation systems that not only identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice. This site compiles key resources to support these efforts, found not only on the TQ Center website but other national websites as well.

How the World's Best Performing School Systems Come Out on Top

http://www.nctq.org/p/publications/docs/mckinsey_education_report_20071202070650.pdf

National Council on Teacher Quality (September 2007)

Summary: A new report from McKinsey & Company examines the common characteristics of school systems producing students who perform well on international tests.

The Progress of Education Reform: Evaluating Teacher Effectiveness

<http://www.ecs.org/clearinghouse/76/13/7613.pdf>

Education Commission of the States (October 2007)

Summary: This issue highlights recent research that attempts to explore the relationship between traditionally accepted measures of teacher quality – teacher certification and in-class performance – and teacher effectiveness as assessed through student academic performance. It also includes links to additional resources on teacher quality and teacher evaluation methods.

America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms

<http://www.tqsource.org/publications/2009TQBiennial/2009BiennialReport.pdf>

National Comprehensive Center for Teacher Quality (October 2009)

Summary: This document summarizes a tremendous amount of information about the availability, recruitment, and retention of teachers for at-risk schools and students.

Methods of Evaluating Teacher Effectiveness

http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf

National Comprehensive Center for Teacher Quality (March 2009)

Summary: This brief is intended to help regional centers and state policymakers as they consider evaluation methods to clarify policy, develop new strategies, identify effective teachers, or guide and support districts in selecting and using appropriate evaluation methods for various purposes.

Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation

<http://www.tqsource.org/publications/NCCTQCommFramework.pdf>

National Comprehensive Center for Teacher Quality (2007)

Summary: This communication framework was developed to promote effective dialogue about the measurement of teacher quality and effectiveness. It facilitates communication about policies regarding teacher effectiveness by helping to build a shared understanding of the terminology used in the discussion. Through a brief overview of teacher quality and the various instruments that can be used to collect evidence of its many facets, the framework illuminates both the possibilities and the limitations of focusing on teacher effectiveness (as opposed to other dimensions of teacher quality) in education policy and practice.

Teacher Quality in At-Risk Schools

<http://www.tqsource.org/publications/TQAtRisk.pdf>

National Comprehensive Center for Teacher Quality (2007)

Summary: Nothing will go as far toward improving the educational attainment of all children—and especially those in the most troubled schools—as ensuring that there is a qualified teacher in every classroom. To help remedy the widespread problem of inexperienced and poorly qualified teachers in at-risk schools, the National Comprehensive Center for Teacher Quality (NCCTQ) examined 10 key issues often associated with getting and keeping quality teachers in the schools that most need them.

This publication focuses on four of those issues: performance-based pay; building the capacity of school leaders to support teachers; induction, mentoring, and support of new teachers; and teacher preparation to teach in at-risk schools. It also provides several strategies that—when implemented effectively—can have a positive and lasting impact toward ensuring highly qualified teachers in at-risk schools.

The Distribution of Highly Qualified, Experienced Teachers: Challenges and Opportunities

<http://www.tqsource.org/publications/August2009Brief.pdf>

National Council on Teacher Quality (August 2009)

Summary: This brief offers a discussion of the research base relating to the equitable distribution of teachers and provides strategies for addressing this challenge. It includes a discussion of policy responses to equitable distribution challenges and their relative cost-effectiveness; ways for states to identify districts and schools needing targeted assistance with attracting and retaining these teachers; data that states and districts should be collecting and analyzing to assess the effectiveness of new programs; and strategies currently being used by states to improve teacher distribution.

Teacher Preparation for Response to Intervention in Middle and High Schools

<http://www.tqsource.org/publications/September2009Brief.pdf>

National Council on Teacher Quality (September 2009)

Summary: This brief provides an overview of the response to intervention (RTI) decision-making process and describes its applications in middle and high school schools. It also emphasizes preparing preservice and inservice teachers to use the RTI process to improve classroom and school results.

The Education Trust: Closing the Achievement Gap

<http://www.edtrust.org/>

The Education Trust (November 2009)

Summary: The new *edtrust.org* offers visitors access to a wide array of gap-closing information in an eye-pleasing, easy-to-use format. Just click a button on the right side of the page, and you'll find your way to such Ed Trust signature services as College Results Online, Education Watch State Reports, and our national conference. You'll find useful and informative publications and presentations in our Resources section. And parents, educators, and community members can find valuable information in Resources as well.

Teacher Pay Reforms – The Political Implications of Recent Research

http://www.americanprogress.org/issues/2006/12/pdf/teacher_pay_report.pdf

Center for American Progress (May 2009)

Summary: This report discusses the importance of teacher compensation reform as a building block for improving teaching quality. It elaborates on the difficulties of creating reform that will be accepted by unions and teachers, and questions the ability to gauge teaching quality by achievement testing. The report's conclusions include recommendations like pay reform should start at the state level, and states should begin with "pay experiments" that should be individually evaluated.

Paying Teachers for Results

http://www.americanprogress.org/issues/2009/05/pdf/performance_pay.pdf

Center for American Progress (May 2009)

Summary: This report is a summary of research to inform the design of Pay-for-Performance programs for high-poverty schools.

Progress of Education Reform: Teacher Supply and Demand

<http://www.ecs.org/clearinghouse/63/51/6351.pdf>

Education Commission of the States *The Progress of Education Reform* (August 2005)

Summary: This issue of *The Progress of Education Reform* focuses on the imbalances between teacher supply and demand – in certain subjects and certain school districts – attributable largely to significant numbers of teachers leaving their jobs for reasons other than retirement. It summarizes recent research including an analysis of urban district hiring practices, and their effect on applicant attrition and teacher quality, and an examination of the role of teacher turnover in school staffing problems, and the extent to which school characteristics and organizational conditions contribute to teacher turnover.

Finding the Teachers We Need

http://www.wested.org/online_pubs/pp-05-01.pdf

West Ed (2005)

Summary: Even those who approach the teacher quality challenge from very different directions agree that there is a need to do something radically different to attract and retain quality teachers, particularly in high-poverty schools and key academic areas. This paper summarizes the contents of the authors' recent book, *A Qualified Teacher in Every Classroom? Appraising Old Answers and New Ideas*, which offers a comprehensive look at the teacher quality debate. The paper includes sections on: (1) an overview of the teacher quality debate; (2) alternative certification; (3) the ambiguous nature of current evidence; (4) samples of relevant research; (5) next steps for informing policy; and (6) new directions for policy.

NCLB and Highly Qualified Teachers: Where We Have Been and Need To Be

<http://www.ecs.org/clearinghouse/56/24/5624.doc>

Education Commission of the States *ECS Issue Brief* (2004)

Summary: This *ECS Issue Brief* links ECS research in the two critical areas of No Child Left Behind (NCLB) – teaching quality and teacher working conditions in hard-to-staff schools. The paper offers recommendations on how to more effectively administer and implement NCLB, and proposes that targeted efforts be made to assist teachers in hard-to-staff schools reach the requirements of the law.



SELF-ASSESSMENT AND PLANNING TOOL

Groups can use this self-assessment to determine the current state of implementation of the context, process, and content of effective staff development in their schools. The assessment can be used to reveal strengths as well as areas for improvement.

Because of the value in obtaining multiple perspectives, the self-assessment will be most useful if completed by a group rather than individually.

DIRECTIONS FOR USING THE NSDC STANDARDS SELF-ASSESSMENT

1. Individual work.

Time: One hour.

(NOTE: In preparation for this, the facilitator should make individual copies of the Self-Assessment for group members.)

Distribute copies of the Self-Assessment. Ask each group member to complete the Self-Assessment alone. Time: 30 minutes.

Have participants compare their individual scores and discuss similarities and differences. Time: 30 minutes.

2. Group work.

Time: One hour

(NOTE: In preparation for this, the facilitator should make two poster-size copies of the scoring guide.)

After individuals have had time for small group discussions, assemble the whole group.

Post one copy of the scoring guide on the wall of your meeting room. When group members have completed their individual scoring, ask them to transfer their scores to the scoring guide. Group members could do this by making hatch marks, posting colored dots, making Xs in the appropriate places or using any other method the facilitator devises.

The facilitator should count the number of group members who gave each score to the various questions. For example, in question #1, how many group members gave your school a score of 5? How many group members gave your school a score of 3?

Transfer those numbers to the second copy of the scoring guide. Post this copy of the scoring guide on the wall.

Since there are two questions for each standard, the facilitator may want to combine the scores for those two questions. Do not attempt to average the scores. Instead, ask the group to look for patterns in the numbers.

The facilitator may want to rank the standards in ascending or descending order to give group members a graphic display of which standards they need to address first.

At the conclusion of the group discussion about the scores, the group should prepare an action plan based on its findings.

SELF-ASSESSMENT: SCHOOL STAFF DEVELOPMENT

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Context					
1. Staff development is ongoing and job-embedded.	1	2	3	4	5
2. Staff development activities result in changes in classroom practice for most teachers on the staff.	1	2	3	4	5
3. The budget allocation supports ongoing professional development.	1	2	3	4	5
4. There is widespread support for professional development among administration, teachers, parents, school board members, and other influential members of the community.	1	2	3	4	5
5. Staff development is viewed as an essential component for achieving the purpose of the organization and is valued as an integral part of the strategic plan.	1	2	3	4	5
6. Central administration supports the work necessary to accomplish school improvement goals and provides an adequate budget.	1	2	3	4	5
7. Strategies for facilitating planning and learning during the school day exist.	1	2	3	4	5
8. A minimum of 20 percent of the work week is devoted to joint learning and work.	1	2	3	4	5
9. The school staff is organized into study groups to learn about change process and/or about particular innovations.	1	2	3	4	5
10. Teachers are observed randomly to determine their use of an innovation and the innovation's effect on students.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Process					
11. The school's improvement plan addresses important aspects of organizational effectiveness such as decision making, communication, and team functioning.	1	2	3	4	5
12. Information about systems thinking and the change process are used in making school improvement decisions.	1	2	3	4	5
13. The principles of adult learning permeate staff development.	1	2	3	4	5
14. The learning climate of staff development activities is collaborative, informal, and respectful.	1	2	3	4	5
15. The three phases of the change process are initiation, implementation, and institutionalization in the planning of programs.	1	2	3	4	5
16. Staff and administration are aware of the "implementation dip" (things often get worse before they get better.)	1	2	3	4	5
17. Staff development decisions are based on data regarding valued student outcomes.	1	2	3	4	5
18. Recognition of a need to seek improvement exists.	1	2	3	4	5
19. Staff reading, study, and discussion of educational innovations precede decisions concerning staff development.	1	2	3	4	5
20. Research-based content serves as the core of staff learning.	1	2	3	4	5
21. Improvement plans include a carefully-designed framework for the integration of innovations being implemented.	1	2	3	4	5
22. An instructional framework that describes how selected innovations collectively address school priorities exists.	1	2	3	4	5
23. Program evaluation assesses participants' reactions to the program and measures participants' learning.	1	2	3	4	5
24. Program evaluation assesses participants' use of new knowledge and skills and the impact on student learning.	1	2	3	4	5
25. Staff development includes activities other than "training workshops."	1	2	3	4	5
26. All staff development training activities include theory, demonstration, practice with feedback, and coaching.	1	2	3	4	5
27. Desired changes in on-the-job behavior are supported and result in improved student learning.	1	2	3	4	5
28. Staff members regularly analyze and self-correct performance.	1	2	3	4	5
29. Site-based management councils focus primarily on instruction and student learning.	1	2	3	4	5
30. Consensus decision making is used to increase staff ownership.	1	2	3	4	5
31. School teams/groups are models of effective interpersonal and group skills.	1	2	3	4	5
32. Training and development in collaborative skills occurs regularly, especially for new teams or committees.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Somewhat Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Content					
33. Teachers and administrators are knowledgeable regarding the needs of children and adolescents.	1	2	3	4	5
34. Decisions about instruction and new programs are based on how well they reflect developmentally-appropriate practice.	1	2	3	4	5
35. Teachers' classroom management strategies increase academic learning time.	1	2	3	4	5
36. Teachers are familiar with and use research-based findings	1	2	3	4	5
37. The school's staff possesses the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity.	1	2	3	4	5
38. School data confirm that all students have equal access to and participation in the school's programs and activities.	1	2	3	4	5
39. Students can discuss the connection between the various content areas and their real-life concerns.	1	2	3	4	5
40. Teachers offer skills and knowledge to all students in an integrated manner based on essential themes and questions.	1	2	3	4	5
41. Teachers use a variety of approaches to teaching, know underlying instructional theories, and understand relevant research.	1	2	3	4	5
42. There is research to suggest that the content of a school's staff development programs will increase student learning.	1	2	3	4	5
43. Through the use of a variety of instructional strategies administrators and teachers demonstrate a belief that all students can learn.	1	2	3	4	5
44. Teachers use strategies that demonstrate high expectations for all students.	1	2	3	4	5
45. There is regular communication between the school staff and parents/families about an individual student's academic progress.	1	2	3	4	5
46. Parent/staff communication focuses on the school's goals, classes, and curriculum with special attention to in-school and community opportunities to enhance student achievement.	1	2	3	4	5
47. Student performance assessments include interviews, observations, portfolios, projects, and demonstrations.	1	2	3	4	5
48. Student performance assessments focus on what students can actually do with the knowledge and skills they have acquired.	1	2	3	4	5
The following questions relate only to high school:					
49. Each adolescent is known as a complete individual by at least one adult.	1	2	3	4	5
50. Open communication exists between student, family and advisor.	1	2	3	4	5
51. Service learning activities are included in the curriculum.	1	2	3	4	5
52. Service learning activities involve a meaningful application of knowledge and/or skills in real-world settings.	1	2	3	4	5

SCORING GUIDE

Compare individual, group, and schoolwide scores from the self-assessment for each question.

Context

Score										
5										
4										
3										
2										
1										
Question	1	2	3	4	5	6	7	8	9	10
Standard	Continuous Improvement		Leadership/ Advocacy		Organizational Alignment and Support		Time for Learning		Staff Development as an Innovation	

Process

Score										
5										
4										
3										
2										
1										
Question	11	12	13	14	15	16	17	18	19	20
Standard	Organizational Development & Systems Thinking		Change Process: Individual		Change Process: Organizational		Data-Driven Decision Making		Selecting Staff Development Content	

Process (continued)

Process (continued)												
Score												
5												
4												
3												
2												
1												
Question	21	22	23	24	25	26	27	28	29	30	31	32
Standard	Integration of Innovations		Evaluation of Staff Development		Models of Staff Development		Follow Up		Collaborative Skills		Group Development	

Content

Score												
5												
4												
3												
2												
1												
Question	33	34	35	36	37	38	39	40	41	42	43	44
Standard	Childhood and Adolescent Development		Classroom Management		Diversity		Inter-Disciplinary Curriculum		Research-Based Instructional Strategies		High Expectations	

Content (continued)

Score								
5								
4								
3								
2								
1								
Question	45	46	47	48	49	50	51	52
Standard	Family Involvement		Student Performance Assessment		Guidance/ Advisement (high school only)		Service Learning (high school only)	

Note: Any assessment statement receiving a score of 3 (somewhat agree) or less by a majority of the staff or teams should be considered for improvement.

Making Workshops Effective

Workshops Held Away from the School



- **Consider workshops as a place where staff can gather ideas for professional development that will take place back at the school building.** The workshop itself is not the professional development event but instead is a source for gathering updated information and new ideas for staff development that will take place at the school.
- Before sending someone to a workshop away from the school, have all staff in the school discuss the purpose of the workshop and come up with a list of questions for the person attending to find answers to. Make sure the questions connect to school improvement efforts and raising student achievement.
- Staff should only attend workshops away from the school that have a direct connection to school improvement goals (which should also be the professional development plan goals).
- Workshops that are required of certain staff (e.g., Title I Regionals) to help them properly implement a program or meetings that are designed specifically simply to get updated information on the requirements or responsibilities of certain staff should NOT be considered part of the professional development plan for raising student achievement. Although these workshops/meetings are very important and it is necessary to send staff, they should not be considered a part of your school's effort to improve academic achievement.
- Have participating staff members return and give a presentation to share information that they learned at the workshops to all staff. Presentations should not just be a summary of what the person heard, but should also include suggested ideas for how it applies to the school improvement goals of the school, as well as new ideas for further research for all staff.
- If certain staff are uncomfortable with presenting to the entire staff, have those staff submit to the principal the information learned at the conference as well as observations about how what they learned and how it could be incorporated into the school improvement plan, how it could improve teaching and learning at the school, or how it provides direction for this school's work to improve student learning.



- Consider always trying to send staff teams to the workshop so that they may work together during the workshop itself. If more than one person attends a workshop, have several meeting times during the workshop where all attendees can discuss what they are learning and possibly divide up attendance at various concurrent sessions.
- Develop a plan for workshop attendance for the entire school year. Choose only workshops that align to school improvement goals and gaps in student achievement. Identify areas of expertise for each staff member at the school and send appropriate staff members to each workshop.

Workshops Held at the School



- Workshops that are hosted at the school should be on topics that are already under research and study at the school. Having an expert presenter on a topic that the school is already familiar with, and that staff are already experimenting with in the classroom, is not a "one shot" workshop experience. A large part of the time scheduled for this particular type of workshop should be designated toward staff discussion of the information presented as well as developing a plan for how the information will be used in the future.
- Consider having particular school staff design and present school building workshops rather than hiring an outside expert.
- Consider teaming up with other area schools when designing workshops so that schools may share ideas, staff, and other resources.
- Instead of workshops as the only form of professional development, recognize that curriculum work and other hands-on activities are far more beneficial in improving teaching. On a regular basis, have a fixed time set aside where staff can:
 - Discuss research-based instructional practices that benefit all students.
 - Analyze student work together to come up with common understandings of what is "reaching the standard" and what is not.
 - Create a school portfolio process, continuum of learning or other schoolwide assessment system.
 - Choose instructional practices that seem most effective for the school's students, then design lesson plans and critique each other, through both review of the lesson as well as actual classroom observation, on the strengths and weaknesses of the lesson.
 - Participate in weekly or bi-weekly grade level planning meetings.



North Dakota Department of Public Instruction State Title I Office

Resources for Parental Involvement

Title I Website for Parents

- ❖ <http://www.dpi.state.nd.us/title1/parent/index.shtm>
- ❖ This website was created specifically for parents to help them easily find information on ways to become involved, access information regarding their school or district, and obtain resources aimed at helping them better enable their children to succeed in school.

Title I Monthly Parent Involvement Guide

- ❖ <http://www.dpi.state.nd.us/title1/targeted/require/parent/guide0607.pdf>
- ❖ This guide has been developed to assist schools in providing opportunities for training parents to become partners with the school in promoting the education of the child at school and at home. Information is included regarding methods parents can use at home to complement their child's instruction.

Family Voices of North Dakota e-News

- ❖ We can post your events through the weekly Share the Wealth: Contact fvnd@drtel.net or call 888-522-9654. FVND has several new workshops available coming to a site near you. Look for announcements regarding workshops that will be held in your area.

Pathfinder PTI Online

- ❖ Pathfinder PTI does not charge a membership fee to receive the E-Newsletter, the Bits & Pieces newsletter, or any resource information. The "Pathways", our quarterly newsletter, is free for parents, but for professionals we ask \$25 annually, which includes membership to Pathfinder Parent Center. We are a non-profit 501(c)(3) organization, and a statewide Parent Training & Information Center.
- ❖ To subscribe send a blank message to online@pathfinder-nd.org with "**Subscribe**" in the subject box.
- ❖ <http://pathfinder-nd.org>

Parental Information Resource Center

- ❖ Collaboration projects with ND PIRC. Learn more about the ND PIRC Project through this website at www.ndstatepirc.org/. Also, available on this website is the Parent Involvement Resource Tool which will help provide you with parent involvement ideas for your classroom or school.

Guidance on Operating a Title I Preschool Program

What is a Title I preschool program?

- ▶ A Title I preschool program is a program of educational services for students who are below the age at which the school provides elementary education.
- ▶ A Title I preschool program must be focused on raising the academic achievement of students once they reach school.

Who is eligible?

- ▶ In targeted assistance schools, schools would need to develop a student selection process using multiple, educationally related, objective criteria.
 - Criteria should include teacher judgment, interviews with parents, and developmentally appropriate measures of child development.
 - Using family income levels as one of the multiple student selection criteria is allowable, but a school cannot identify a student for Title I preschool services solely based on income. Instead, family income levels would be a good criteria to use to prioritize which students are selected to participate in the program when there are not sufficient Title I resources to serve all preschool-aged children who otherwise qualify for the program (based on your student selection criteria).
 - Children who participated in a Head Start, Even Start, Early Reading First, or Title I preschool program at any time during the two preceding years, homeless children, and children in neglected and delinquent programs are automatically eligible for the Title I pool. Students are then determined to be eligible, based on educational need.
- ▶ In a schoolwide program, the school does not need to identify particular children as eligible. All children in the attendance area of that school are eligible to participate.

May a LEA or school use Title I funds to identify eligible preschool children?

- ▶ Generally, it is the responsibility of a local educational agency (LEA) and school to use information it already has available to identify at-risk children. However, if a LEA has no existing assessment data for preschool children, Title I funds may be used for identifying these children.

How would Title I funds be used to fund a Title I preschool program?

- ▶ A Title I school could use its building level Title I funds to operate a preschool program, OR the district could reserve an amount to operate a Title I preschool program for eligible children in the district as a whole or as a portion of the district.
- ▶ Title I funds could also be used in conjunction with other public early childhood education programs (e.g., Head Start and Even Start) to operate a Title I preschool program.
- ▶ A LEA's Title I application **must** describe how it will coordinate and integrate services under Title I with other educational services such as Even Start, Head Start, Early Reading First and other

preschool programs. Title I schoolwide plans must also include its plans for the transition of children in those programs to elementary school programs. [Section 1112(b)(1)(E)(i), ESEA.]

- ▶ A LEA must also describe, if appropriate, how it will use Title I funds to support preschool programs for children, particularly children participating in a Head Start, Early Reading First or Even Start program as these children are automatically eligible for the Title I pool when they enter kindergarten. A LEA may support preschool programs by providing such services directly or through a local Head Start agency, an agency operating an Even Start program, Early Reading First, or another comparable public early childhood education program. [Section 1112(b)(1)(K), ESEA.]
- ▶ Title I funds in a targeted assistance school would only be able to fund preschool services to those students identified in the preschool student selection process.

Why implement a Title I preschool program?

- ▶ Recent research has found that services for educationally disadvantaged students may be most effective if focused on students in earlier grades.
- ▶ Serving children in the early years, especially at-risk children, is an important strategy for preparing children to demonstrate reading proficiency by the end of third grade.
- ▶ Research over the last 20 years (Reynolds 2000) has provided evidence that children who attend high quality pre-kindergarten programs—
 - perform better in reading and math throughout the elementary grades;
 - are less likely to be held back a grade;
 - are less likely to require special education;
 - are less likely to present discipline problems; and
 - are more likely to be enthusiastic about school and have good school attendance.

What would be taught in a Title I preschool program?

- ▶ Title I preschools would teach early reading and cognitive skills in a developmentally appropriate manner to provide the foundation for formal reading instruction.
- ▶ Title I preschools should address all of the developmental domains of early childhood including social, emotional cognitive, linguistic, physical, language, and cognitive.
- ▶ Title I preschools are encouraged to align their curriculum with the North Dakota Early Learning Guidelines (<http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf>).
- ▶ Literacy would be an integral part of everything that goes on in a Title I preschool program.
- ▶ The Title I preschool should not be implementing an elementary school curriculum.
- ▶ Developmentally appropriate, research-based curriculum is used within a Title I preschool program. It is important to recognize the difference between a comprehensive and a supplemental curriculum. A comprehensive curriculum is intended to be the primary instructional tool used to guide high quality instruction in prekindergarten classrooms and designed to meet children's learning needs in multiple areas. A comprehensive curriculum provides activities, materials, and guidance for an entire preschool day. A supplementary curriculum is intended for flexible use as part of differentiated instruction or as an intervention that meets children's learning needs in specific areas (phonological awareness, oral language, literacy, math, etc.).

Supplemental curricula are **not** intended to provide activities, materials, and guidance for an entire preschool day.

Title I preschools emphasize learning through play, encouraging teachers to use constructive and imaginative play as intentional opportunities for children to develop their vocabulary, understanding and ability to think about the world around them.

Examples of comprehensive and supplemental curriculum can be found on page 18 at http://ies.ed.gov/ncee/wwc/PDF/ECE_protocol.pdf . The What Works Clearinghouse (WWC) <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=13> provides information on curriculum that have been reviewed to determine their effectiveness in improving preschool children's cognitive and language competencies associated with school readiness (cognition, language, literacy, and math skills).

- ▶ Guidelines for curriculum adoption can be found at <http://nieer.org/resources/policybriefs/12.pdf>

If a Title I school decides to operate a Title I preschool program, would they be required to assess preschool-aged children on the State assessment?

- ▶ No, the earliest the State assessment is required to be administered is third grade. However, the preschool program would need to utilize assessments tied to developmentally appropriate, research-based curriculum. Schools should develop age appropriate screening and assessment measures so that all Title I preschool students develop a strong foundation in literacy and numeracy.
- ▶ Throughout the year, teachers should regularly monitor children's academic, social, and emotional development in a variety of ways. Through progress monitoring, teachers are better able to plan instruction and ensure that children's needs are being met. There should be formal and informal observations of children's progress in academic and social activities.
- ▶ Assessments for preschool children could include developmentally appropriate observational checklists or analysis of student's work completed by teachers.
- ▶ A Title I preschool program may utilize Head Start outcomes as a developmentally appropriate assessment practice to determine a child's progress.
- ▶ The National Institute for Early Education Research has created a database that includes information about early education assessments as well as the kinds of information that can be gathered by these assessments. This database can be accessed at <http://nieer.org/assessment/basic.php> .

What qualifications would a teacher in a Title I preschool program need?

- ▶ The North Dakota State Legislature passed SB 2030 authorizing school districts to use federal funds for preschool programming. School districts who offer additional services to preschool-aged students using Title I funds have the following options:
 1. hire staff with a B3 license,
 2. hire staff with an elementary education major and a kindergarten endorsement. A plan of study may be granted for the kindergarten endorsement which will allow a teacher two years to complete the required coursework for the endorsement.
 3. hire staff that have a K-8 license. The K-8 licenses are no longer issued by ESPB. However, those who already have a K-8 license may teach preschool.
 4. hire staff that have a K-6 license. The K-6 licenses are no longer issued by ESPB. However, those who already have a K-6 license may teach preschool.

5. hire staff with an elementary education major and an early childhood endorsement.
6. hire staff with an elementary education major and a minor in early childhood education.

What qualifications would an aide/paraprofessional in a Title I preschool program need?

- ▶ Aides/paraprofessionals hired for a Title I preschool program need to meet the Title I requirements specified in the NCLB Act for aides/paraprofessionals.
- ▶ Aides/paraprofessionals would need to either have a valid North Dakota teacher license or hold a valid Title I Aide/Paraprofessional Certificate of Completion. To obtain a Certificate of Completion, an applicant can:
 - obtain an associates degree (or higher) from an institution of higher education,
 - complete at least two years of study in an institution of higher education, or
 - meet a rigorous standard of quality, which includes an assessment of reading, writing, and math. North Dakota has three assessments on our state approved list.
- ▶ Since aides/paraprofessionals must be under the direct supervision of a certified teacher, a Title I preschool program staffed entirely by paraprofessionals is not allowed.

What are the requirements for parental involvement?

- ▶ All provisions in section 1118 apply to Title I preschool programs except the requirement in section 1118 (d)(2)(A) concerning discussion of the school-parent compact at parent-teacher conferences in elementary schools. This means that a Title I preschool program would have to:
 - develop or revise an existing parental involvement policy,
 - host an annual parent meeting on the Title I preschool program,
 - provide opportunities for training parents to support the student at home,
 - assess parents regarding their opportunity for involvement in the program,
 - inform parents of their children's progress, and
 - inform parents of the results of the Annual Review meeting.
- ▶ Parental involvement in the education of children should begin as soon as they start school. Early childhood, preschool, and kindergarten programs that train parents to work with their children at home tend to have significant, positive effects. Children who participate in these programs have better grades and ratings from teachers both of which tend to improve the longer they are in the program. They also make greater gains than children who do not participate in such programs (Henderson & Mapp, 2002).

Studies that compared levels of involvement found that achievement increased directly with the extent to which parents were engaged in the program. Children who participated from all family backgrounds and income levels made gains and in some cases, children having the most difficulty in school made the greatest gains (Henderson & Mapp, 2002).

- ▶ The quality of family environments and parent-child interactions is central to a child's literacy and cognitive development. Parents strengthen their child's literacy development and school-related competencies when they engage in language-rich, parent-child interaction, provide supports for literacy in the family, such as by reading to their children, and hold appropriate expectations of the child's learning and development. High-quality preschool programs provide explicit training for parents in the skills and behaviors that support their child's development.

Teachers and parents are partners in preparing children for future school success. It is essential that teachers engage in consistent and meaningful sharing of information with parents and caregivers, including meeting with parents to talk about any areas in which their child is experiencing difficulties. In addition, by sharing specific information about the topics children are

learning and the skills they are developing, teachers strengthen parents' ability to support their children's learning at home.

- ▶ Title I LEAs and schools should, to the extent feasible and appropriate, coordinate and integrate Title I parental involvement strategies and activities with parental involvement strategies under other programs such as Head Start, Reading First, Early Reading First, or Even Start. [Section 1118(a)(2)(D) and 1118(e)(4), ESEA.]

How should a Title I preschool program be coordinated with other preschool programs?

- ▶ A school may include appropriate Title I activities as part of another public preschool program. For example, a Title I preschool program could provide, in full or part, the early childhood component of an Even Start project.
- ▶ Title I funds could also be used to complement or extend a Head Start program. Title I funds could be used to provide services to Title I eligible children who are not eligible for Head Start services. Title I could also be used to provide additional services to Head Start children who are also eligible for Title I services by extending the daily program for additional time or increasing the number of days, or providing services for Title I eligible students at times Head Start is not operating.
- ▶ Districts that are able to collaborate with a Head Start or other preschool program basically have two options:
 - hire staff to go over and work in a Head Start or locally run preschool program or
 - purchase slots at a Head Start or locally run preschool program. If this option is selected, the district needs to identify a preschool liaison in the school district that is responsible for ensuring compliance with all of the Title I regulations.

Regardless of which option is selected, it is critical to remember that when Title I funds are used to support a Head Start or locally run preschool program, it becomes a Title I program and must follow all of the Title I regulations.

- ▶ Regardless of whether or not services are blended, schools **need** to make an attempt to collaborate with a local Head Start or locally run preschool program. These programs can be a valuable resource in selecting components of a preschool program which includes outcomes, curriculum, assessment measures, etc., as they have established programs and experience in operating early childhood programs. A map showing the North Dakota Head Start sites can be accessed at www.ndheadstart.com/hssites.htm.

Must Title I preschools meet the supplement not supplant requirement?

- ▶ Yes. Title I preschools must still supplement and not supplant district responsibilities. The "supplement not supplant" regulation means that Title I funds and Title I services must supplement and not supplant all regular school programming. In other words, a school may not use Title I funds to perform a service that would normally be paid for with local or state dollars.

What would a high quality Title I preschool program look like?

- ▶ In high quality preschool programs, you should see students doing the following:
 - Learning the letters of the alphabet.
 - Learning to hear the individual sounds in words. Students need to rhyme, to break words apart into their separate sounds (segmenting), and put sounds together to make words (blending).
 - Learning new words and how to use them.
 - Learning early writing skills.

- Learning to use language by asking and answering questions, and by participating in discussions and engaging in conversations.
- Learning about written language by looking at books and by listening to stories and other books that are read to them every day.
- Becoming familiar with math and science.
- Receiving language development and appropriate pre-literacy experiences.
- Engaged in gross and fine motor activities.
- Developing social and emotional competencies through interactions with peers and adults.
- Developing creative thinking and an appreciation of the arts through music, dance, dramatic play, and art activities.
- Participating in a balance of small group, large group, and individual activities.

Are there other characteristics or considerations for operating an effective Title I preschool program?

- ▶ Although there are no federal mandates regarding class size or teacher/student ratios, schools are strongly encouraged to keep group sizes low with no more than 20 children per classroom with one adult for every ten children. Research suggests that the more individualized and differentiated we can tailor instruction, the more gains and retention we will see in student learning.
- ▶ It is highly recommended that districts/schools provide a half-day or full-day program with a duration at least equal to ninety full days of instruction. Research suggests that children at risk need a preschool program of at least that duration to make significant progress with school readiness skill development.
- ▶ Schools need to meet all health and safety standards as well as provide a stimulating environment for students.
- ▶ Schools must address the nutritional needs of students during the preschool hours of operation.
- ▶ If preschool children have need for health, nutrition, and other social services, a portion of Title I funds in a targeted assistance school may be used to address those needs, based on a comprehensive needs assessment and funds are not reasonably available from other public or private sources.
- ▶ To promote collaboration between schools, pre-kindergarten programs, child care providers, and Head Start programs serving young children at risk of school failure, the superintendent of each school district operating a Title I preschool program should consider the establishment of an early childhood education advisory council consisting of at least:
 - The Title I authorized representative (school administrator).
 - The Title I paid preschool teacher.
 - The director of a Head Start program serving the school district, or the director's designee.
 - Designees from the kindergarten, local Part B program serving preschool children with disabilities, Even Start, and Early Reading First.
 - The parent of a child enrolled in the district's early childhood education program.
- ▶ The Title I authorized representative or designee could serve as the chairman. The advisory council could provide advice and recommendations regarding matters such as coordination and cooperation with private sector early childhood education providers and Head Start programs, the admission of eligible children, opportunities to jointly address staff training needs, issues encountered by working families, communication and outreach services, facility usage,

transportation, and any other matters that impact the provision of early childhood education services within the district.

What type of professional development enables teachers to provide a high-quality early childhood education program?

- ▶ Teacher knowledge is a crucial ingredient in a high-quality early education program. Children's cognitive growth and language development are primarily influenced by the daily interactions between children and the adults who are teaching them, caring for them, and guiding their learning opportunities. The curriculum, learning environment, and materials available to children are important elements of quality, but it is the teacher's ability to implement the curriculum and to use effective instructional approaches that result in a long-term difference for learning (Whitebrook, 2003). See www.irle.berkeley.edu/cscce for additional information.

Many preschool teachers do not have formal training in providing explicit instruction or supporting and expanding children's cognitive and language skills. Some school-based early education programs hire elementary school teachers and, although these teachers traditionally have at least a bachelor's degree in education, they need additional training in child development, language acquisition, early literacy, observation, and assessment.

Professional development for preschool staff should be based on knowledge from scientifically-based research of how children develop their cognitive language, literacy, and other essential skills for school readiness. For example:

- strategies for reading to children,
- extending discourse, and
- teaching new words.

In addition, preschool educators can benefit from sustained professional development that uses such strategies as mentoring and coaching. For example, a coach might model effective teaching strategies for the teacher, and/or observe the teacher's instruction, which is followed by discussion and reflection on the effectiveness of instructional strategies and how they support young children's progress.

What are the transition activities that should take place between a Title I preschool and the local elementary school?

- ▶ A schoolwide program **must** include plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool, Head Start, Even Start, or Early Reading First, to local elementary school programs. [Section 1114(b)(1)(G), ESEA.]
- ▶ Targeted assistance programs must coordinate with and support the school's regular education program – whatever it may be. They may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or state-run preschool programs to elementary school programs. [Section 1115(c)(1)(D), ESEA.]
- ▶ Activities that increase coordination between the LEA or school district and an Even Start Family Literacy program; a Head Start agency; and if feasible, other federal, state or local entities carrying out early childhood education and care programs, such as the Early Reading First program; or early childhood education and care centers in the community serving children who will attend the schools of the LEA include but are not limited to:
 - Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from any of the programs mentioned above.

- Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in federal, state, and all education and care centers to facilitate coordination of programs.
 - Conducting meetings involving parents, kindergarten or elementary school teachers, Even Start Family Literacy staff, Head Start teachers or, if appropriate, teachers from other early childhood development programs to discuss the developmental and other needs of individual children.
 - Organizing and participating in joint transition-related training of school staff, Even Start Family Literacy staff, Head Start program staff, Early Reading First program staff, and, where appropriate, other early childhood education and care program staff.
 - Linking the educational services provided by school district and/or building staff with the services provided by local Even Start Family Literacy programs, Head Start agencies and other federal, state and local early childhood education and care programs.
- Title I Preschool programs that are collaborating with Head Start are encouraged to follow the transition guidelines in SEC. 642A. HEAD START TRANSITION AND ALIGNMENT WITH K-12 EDUCATION. [42 U.S.C. 9837a](a) In General-

Each Head Start agency shall take steps to coordinate with the LEA serving the community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effective transitions, including:

- Developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll.
- Establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, local educational agency liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)), and health staff) to facilitate coordination of programs.
- Establishing ongoing communications between the Head Start agency and local educational agency for developing continuity of developmentally appropriate curricular objectives (which for the purpose of the Head Start program shall be aligned with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards) and for shared expectations for children's learning and development as the children transition to school.
- Organizing and participating in joint training, including transition-related training for school staff and Head Start staff.
- Establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the LEA in the establishment of such policies.
- Conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children.
- Helping parents of limited English proficient children understand:
 - the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and

- as appropriate, the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012).
- Developing and implementing a family outreach and support program, in cooperation with entities carrying out parental involvement efforts under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), and family outreach and support efforts under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), taking into consideration the language needs of parents of limited English proficient children.
- Assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes.
- Linking the services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such LEA.
- Helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school.
- Helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program.
- Developing and implementing a system to increase program participation of underserved populations of eligible children; and
- Coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with:
 - the Head Start Child Outcomes Framework, as developed by the Secretary; and
 - state early learning guidelines, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.

If appropriate facilities are not available to house a preschool program in the district or a school, how might preschool services be provided?

- ▶ If appropriate district or school facilities are not available for preschool services, the district and school should consider working with children in existing childcare programs such as Head Start, Even Start, Early Reading First, or a program funded under the Child Care Development Block Grant, or a site conducting a family literacy program.
- ▶ Preschool services may be provided at any location that other Title I services may be provided, including public school buildings, public libraries, community centers, privately-owned facilities (including facilities owned by faith-based organizations, the child's home, and other appropriate settings).
- ▶ The cost to rent or lease space in privately-owned buildings is allowable if the space is necessary to ensure the success of the program, appropriate space is not available to the grantee, and the cost is reasonable.

What type of oversight responsibility do SEA's have for Title I preschools?

- ▶ As the Title I grantee, the state educational agency (SEA) is responsible for oversight of all Title I programs, including preschool programs supported with Title I funds.

- Completion of a survey at the end of the year is required for districts using Title I funds for preschool programming. The Department of Public Instruction's Title I Preschool End-of-Year Survey is currently available at www.dpi.state.nd.us/title1/earlychild/index.shtm on the Title I website.
- The Department of Public Instruction is required to monitor Title I preschool programs for compliance. The Title I Preschool Monitoring Tool is currently being updated and should be available soon at www.dpi.state.nd.us/title1/earlychild/index.shtm on the Title I website.

Where can I get more information on Title I preschool programs?

- For more information on operating a Title I preschool program in North Dakota, access the early childhood education link on the Title I website at www.dpi.state.nd.us/title1/earlychild/index.shtm.
- To review the official U.S. Department of Education's Title I preschool program guidance, *Serving Preschool Children Under Title I*, go to the U.S. Department of Education's website at www.ed.gov/policy/elsec/guid/preschoolguidance.pdf OR www.ed.gov/policy/elsec/guid/preschoolguidance.doc.
- To review information regarding North Dakota Head Start programming, visit www.ndheadstart.com to access their association's website.

Who can I contact for more information regarding Title I preschool programs?

Questions specific to Title I:

Laurie Matzke
Title I Director

Department of Public Instruction
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

Phone: 701-328-2284
Fax: 701-328-4770
Email: lmatzke@nd.gov

Tara Bitz
Title I Assistant Director

Department of Public Instruction
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

Phone: 701-328-4646
Fax: 701-328-4770
Email: tbitz@nd.gov

Questions specific to Head Start:

Linda Rorman
Administrator

Head Start-State Collaboration Office
600 E Boulevard Ave., Dept. 325
Bismarck, ND 58502-0250

Phone: 701-328-1711
Toll Free: 800-245-3736
Cell: 701-400-5929
Fax: 701-328-3538
Email: lrorman@nd.gov

Sharon Hansen, PhD
Director

Early Childhood Center
Dickinson Public School District
Community Action Partnership Head Start
107 3rd Ave SE
Dickinson, ND 58601

Phone: 701-227-3010
Fax: 701-225-1968
Email: sharon.hansen@sendit.nodak.edu

Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 E. Boulevard Ave., Dept. 201

Bismarck, ND 58505-0440

(701) 328-2660

Ongoing Evaluation and The Annual Review

The following tools and worksheets are sample guidance to help North Dakota schoolwide programs as they collect data to evaluate their schoolwide program and conduct the required Annual Review.

The items included in this packet are intended to assist schools in collecting data to evaluate schoolwide programming efforts and conduct an Annual Review of the schoolwide program.

Schoolwide programs should be collecting data throughout the school year as they work to implement the schoolwide plan. This data should be reviewed regularly and should be used to modify existing programs as well as track student achievement so that students can receive effective, timely assistance when they are struggling.

At the end of the school year, schoolwide schools are required to conduct an Annual Review of their schoolwide program. An Annual Review for schoolwide programs is a process that is used to collect data on all facets of the schoolwide plan and to use this data to make decisions for changes to the schoolwide plan. This review can include all of the data gathered during the school year at the monthly reviews as well as any additional data that will help measure the success of the schoolwide program. Data should be gathered to measure student achievement and schoolwide implementation.

Handout 1: *Reviewing Your Schoolwide Plan* is simply a summary of what is recommended for both monthly (or more) and yearly data analysis. Use this handout as a resource to help work through both monthly and yearly data reviews.

Handout 2: *Monthly Schoolwide Evaluation Meeting Minutes* is intended as a sample outline that you could use to document monthly schoolwide evaluation meetings. This sample is not by any means the only way to conduct a monthly evaluation meeting, but it provides guidance to schoolwide programs that are learning to collect and analyze monthly data.

Handout 3: *Interpreting Data Flow Chart* provides a very basic visual overview of how to utilizing data when conducting the Annual Review process.

Handout 4: *Conducting a Schoolwide Annual Review* is a sample step-by-step process that a school could follow to conduct its required Annual Review. This sample includes utilizing two of the other handouts included in this packet as well as student achievement data, other process data, perception data and demographic data to analyze the results of the schoolwide program.

Handout 5: *Staff Implementation Survey* is a tool that could be used to gather perception and process data for conducting the Annual Review. The survey provides information that could be used to measure the implementation of the schoolwide plan.

Handout 6: *Are We Implementing the 10 Components?* provides a sample format for schools to use to verbally review the schoolwide program. PLEASE NOTE: Handout 6 cannot be the only thing that is done at the school to conduct the required Annual Review meeting. For schoolwide schools, the Annual Review meeting is much more intense than simply a verbal discussion of the program, but instead requires the collection and analysis of data. This tool is intended to be use as a possible source of perception and programmatic data to use in conjunction with other data when conducting the Annual Review.

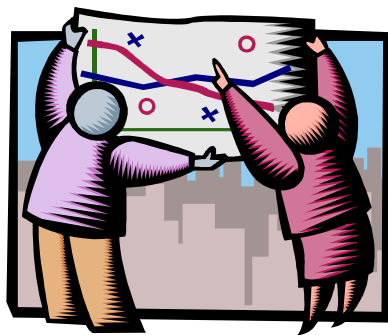
Reviewing Your Schoolwide Plan*

Monthly Reviews

(Use this checklist for each schoolwide plan goal.)



- θ Tracking and discussion of data is recommended each month.
- θ Post data results.
- θ Analyze the data results. Is there significant progress? Do you need additional data?
- θ Have any new issues or areas of concern emerged? Will these issues require changes to your original plan? Should you implement these changes now, or record them for discussion at a major/yearly review?
- θ If there is no significant progress over a reasonable amount of time, are there changes you should make to your original plan?
- θ View your school's timeline for implementation. Are there any actions that were scheduled to be completed but were not?
- θ Note changes in each month's data. Did something different happen that month that may account for this change?
- θ Are there certain instructional practices that teachers like/dislike more than others? What do the data results demonstrate about these instructional practices?
- θ Are there any outside factors that could be influencing each month's data?



Yearly Reviews

- θ Examine the progress the school has made toward each goal. If adequate progress is not being made, examine the data further to determine whether any relevant trends or relationships can be seen.
- θ **Review student achievement– this should be the main focus of your schoolwide plan.** Have you raised student achievement? Disaggregate data based on student participation in schoolwide activities. Determine, is our schoolwide plan raising student achievement? Why or why not? Which goals are helping? Which goals are not?
- θ Are the needs that you first observed still prioritized accurately? Are any new needs emerging?
- θ Review goals, indicators, and strategies to determine if any revisions are needed.
- θ Use the “Are we Implementing the Ten Components” worksheet to determine if any revisions are needed to make sure the ten components are a part of the schoolwide plan.

*The above information was adapted from the Ohio Department of Education's *Reference Guide to Continuous Improvement Planning for Ohio School Districts*.

Monthly Schoolwide Evaluation

Meeting Minutes

Month: _____

Attendees:

#1—How are students doing academically? (List all assessment information available including report card grades, running records, portfolios, local standards-based assessments, teacher formal observations, performance evaluations, etc.)

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#2—List other student behavior data (attendance, truancy, late slips, etc.).

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#3—Disaggregate the student data results of #1 and #2. Note any patterns that emerge.

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#4—Describe the results of the “hallway walk.”

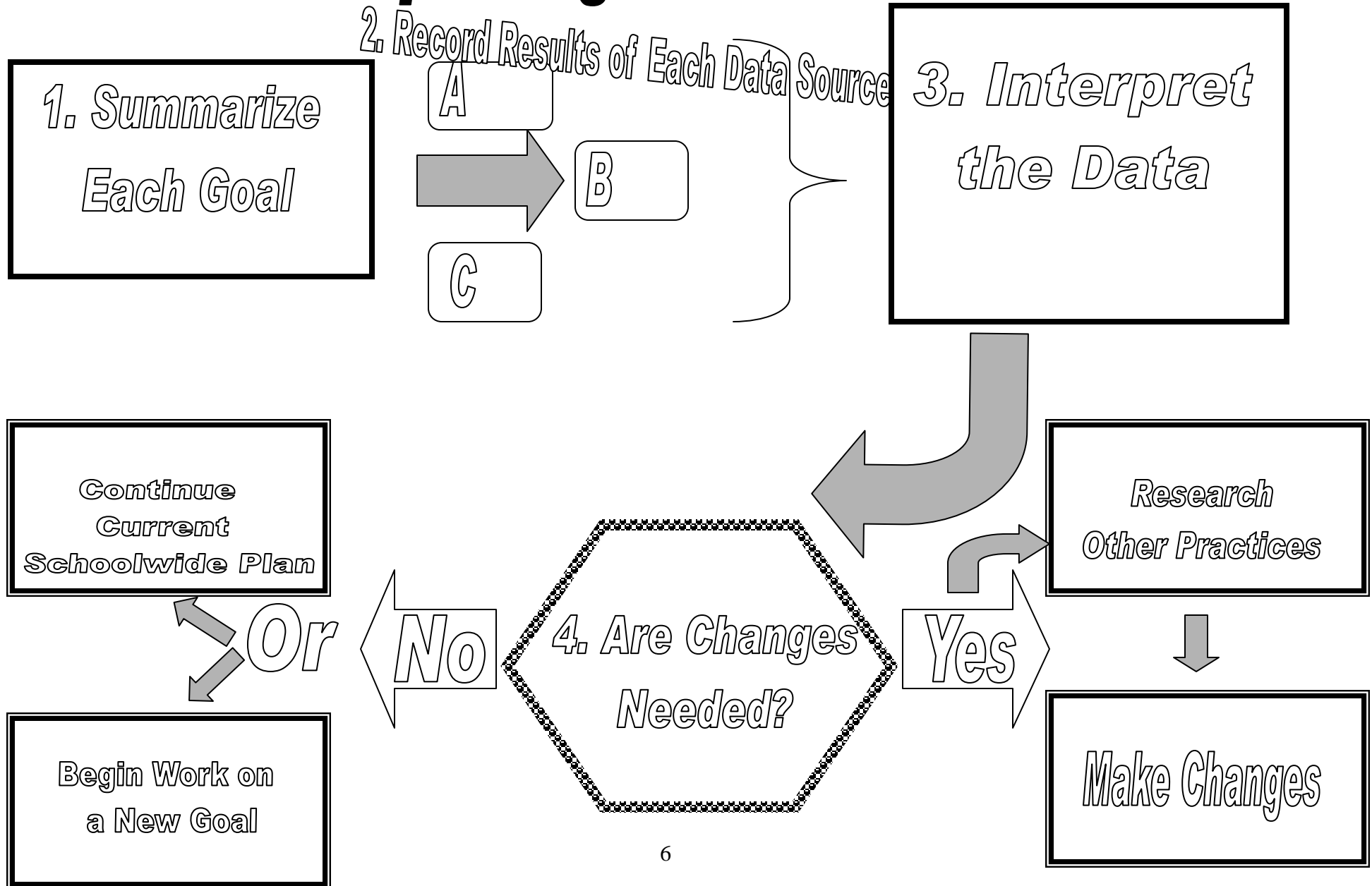
#5—Review professional development meeting minutes. Note key themes.

#6—“Other”: Note any issues that have arisen regarding schoolwide implementation.

SUMMARY: Use the information above to review the effectiveness of your plan. Note similarities, emerging themes. Are there any changes you need to make at this point?

Changes	Responsibility of...

Interpreting Data Flow Chart







Conducting a Schoolwide Annual Review (Sample Format)

Goal #1: _____

Objectives/Activities that were to take place to achieve Goal #1:

Step 1.) List the data that you may use to assess these activities and the achievement of your goal. Include student assessment data and implementation effectiveness data, and, if possible disaggregated information.

Student Achievement Data (CAT scores, Report cards, District Standards-Aligned Assessments, Student Portfolios, Formal & Standardized Teacher Observations, Checklists, Performance Assessments) 	<hr/> <hr/> <hr/> <hr/>
Process Data and Perception Data (Include <i>staff implementation surveys</i> ,* programmatic <i>review meeting results</i> , staff, student and parent <i>questionnaires</i> , self-assessments of schoolwide components, etc.) 	<hr/> <hr/> <hr/> <hr/>
Demographic Data (Attendance rates, truancy reports, participation in extra-curriculars, participation in special programs, ethnicity, special education, low income) 	<hr/> <hr/> <hr/> <hr/>
Disaggregated Data Can any of the above student achievement data be disaggregated by implementation data and/or behavioral data? 	<hr/> <hr/> <hr/> <hr/>

*See sample tools for all data listed in italics.



Step 2.) First Data Analysis

- What are your first impressions of the above data?

- What, at this point, does the data tell you about specific programs? About specific students?

- Do you have trend data that you may analyze results of a period of years?

- Do you need to gather more data?



Step 3.) Organizing and Graphing your Data

- How could this data best be represented visually? Create charts and graphs of the data whenever possible.



Step 4.) Questions for Further Data Analysis

- What students are achieving at your school? (Describe these students in terms of characteristics used for disaggregated) _____

- What students are NOT achieving at your school? (Describe these students in terms of characteristics used for disaggregated) _____

- What schoolwide programs/activities appear to be succeeding at your school? _____

- Which schoolwide programs/activities are NOT succeeding? And, if possible, why are they not succeeding? _____

- Look for relationships among the different kinds of data you have analyzed. Does this add to your understanding of your data review? _____

- Summarize your understanding of the data for this schoolwide goal.



How are we doing?

Overall, how is the school doing in making progress toward this schoolwide goal?

What changes need to be made to enhance progress toward schoolwide goals?

Annual Review Summary

IN CONDUCTING AN ANNUAL REVIEW, COMPLETE ONE OF THE "CONDUCTING AN ANNUAL REVIEW" WORKSHEETS FOR EACH SCHOOLWIDE GOAL. WHEN ALL WORKSHEETS ARE COMPLETE, ANSWER THE FOLLOWING QUESTIONS:

- **Are we making progress toward reaching our schoolwide goals?**

- **Do we need to gather more and better data?**

- **Are there interactions among the goals, activities, and data that we have reviewed?
Can we utilize this information to improve our schoolwide plan and activities?**

- **What changes, based upon all of the data reviewed, do we need to make to our schoolwide plan?**



Staff Implementation Survey

Please complete this survey. The purpose of this survey is to gather information about the level of implementation of our schoolwide plan. Results will be used only to evaluate the implementation and to design further efforts toward improvement.

#1. I know and can name our schoolwide goals.	Agree	Somewhat Agree	Disagree
#2. I understand and can describe my role in the implementation of the schoolwide plan.	Agree	Somewhat Agree	Disagree
#3. I understand and can describe other staff's role in the implementation of our schoolwide plan.	Agree	Somewhat Agree	Disagree
#4. I am implementing new teaching strategies as a direct result of our professional development.	Agree	Somewhat Agree	Disagree
#5. Most/all teachers at this school are implementing new teaching strategies as a direct result of our professional development.	Agree	Somewhat Agree	Disagree
#6. Administration is fully supportive of our schoolwide plan.	Agree	Somewhat Agree	Disagree
#7. I understand what is expected of me in our schoolwide program.	Agree	Somewhat Agree	Disagree
#8. Parents play an effective role in the implementation of our plan.	Agree	Somewhat Agree	Disagree
#9. Learning for ALL students has improved as a result of our schoolwide program.	Agree	Somewhat Agree	Disagree
#10. All school resources are working together toward the implementation of our schoolwide plan. All or most obstacles to implementation have been removed.	Agree	Somewhat Agree	Disagree

Comments on any of the above:

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Are We Implementing the 10 Components?

A Programmatic Review of Our Schoolwide Program

THIS TOOL CANNOT BE THE ONLY PIECE OF A SCHOOLWIDE ANNUAL REVIEW. IT MUST BE USED IN CONJUNCTION WITH STUDENT PERFORMANCE DATA AND OTHER PERTINENT DATA REQUIRED ON THE "TITLE I SCHOOLWIDE PROGRAM END OF YEAR REPORT" FORM.

Date/Time of the Meeting: _____

Persons in Attendance at the Meeting:

Name	Position

OUTLINE OF QUESTIONS:

Schoolwide Reform Strategies—Helping All Students Learn

- What did we do to make sure that ALL students at the school had the opportunity to reach the state's proficient and advanced levels of student achievement?
- How did teaching for standards improve student learning?
- What alternative instructional techniques and services were implemented?
- How did we address the needs of all children in the school, particularly low-achieving students?
- What did we do to assess students on a regular basis?
- What did we do to help students who, as a result of the above assessments, were falling behind?

Schoolwide Reform Strategies—Scientifically Based Research

- What programs at our school are based on SBR? What research do we have to document this claim?
 - What research should we consider reviewing to improve our schoolwide plan?
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Schoolwide Reform Strategies—Core Academic Program

- What did we do to strengthen the CORE ACADEMIC program of the school?
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Schoolwide Reform Strategies—Extended Learning Time

- How did we increase the AMOUNT and QUALITY of learning time?
 - If we implemented an after-school program, was it effective? Was it research-based?
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Schoolwide Reform Strategies—Enriched, Accelerated Curriculum

- Are all students given the opportunity to learn in an enriched environment rather than some students receiving only basic skills instruction?
 - Are students given opportunities to solve real-world problems, to think creatively and demonstrate their reasoning?
 - Are all students given the opportunity to progress at their own pace?
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Alignment to Improvement Planning

- Is our schoolwide plan directly aligned to our state school improvement plan? The NCA plan? The professional development plan?

Instruction by “Highly Qualified” teachers.

- How many teachers at our school do not meet the “No Child Left Behind” (NCLB) definition of a highly qualified teacher? Are those teachers working to meet the definition?
- Are we utilizing all staff, especially those paid with federal funds, in the best way possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for extra reading instruction, do those individuals have reading credentials?

Professional Development

- How did our professional development drive the schoolwide plan?
- Did our work in professional development improve instruction? Did it have an effect on student achievement?
- Did we devote sufficient resources toward implementing the professional development piece (if “time” is often cited as an obstacle, then we need to try and allocate more resources to overcoming this)?
- How were ALL staff involved in professional development?

Highly Qualified Teachers to High Need Schools

- Do we have a high teacher-turnover rate? If so, are we taking appropriate actions to lower this rate?
- What are we doing to support teachers and their employment at our school?
- What is the experience level of our staff?

Parental Involvement

- Did we truly involve parents in our schoolwide program?
 - Was communication with parents ongoing and two-way, or was it mainly the school telling the parents what they can do to help?
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Reviewing the Schoolwide Parent Involvement Policy and Compact

- Are these documents truly reflective of what happened this school year?
 - If not, how can we improve these instruments?
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Review Results of Parent Survey

- Were there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?
 - How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys returned?
 - Any suggestions from parents that need to be addressed immediately or that should be discussed at this meeting for a change in schoolwide program operation?
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Preschool Transitioning

- Did our program for transitioning preschool students into our school benefit our students?
- Did we involve local preschool programs in our improvement work?
- How could we increase communication between local preschool programs and our school?

Assessments

- Do our assessments inform instruction, or are they used only to summarize student achievement?
- Do we have a schoolwide system of assessment?
- Do we utilize performance assessments and other authentic assessments?

Timely Assistance

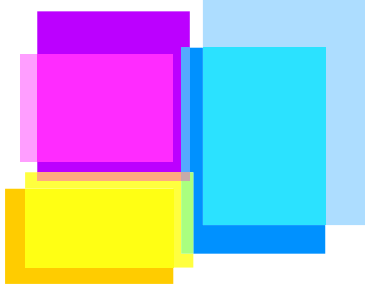
- How did we identify students who were not achieving the state standards during the school year?
- What did we do to help these students?

Coordination of Programs

- Are all facets of the school geared toward our schoolwide goals?
- Is there any way that we could modify other programs (including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, technical education and job training) to better support schoolwide goals?

Other items for discussion?

Summary of Programmatic Review of Ten Schoolwide Components:



Title I Schoolwide Planning
