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 <u>KEY</u> 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 Coordination
  Annual 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:

  o <u>Assess all 99 KEY indicators</u> and <u>plan, which include developing tasks, for a minimum of 15 KEY indicators</u> 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 leaning 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.
IIIA17		All teachers re-teach when necessary.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
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.
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.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
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.
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.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
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.