



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

2023-2024 Title I Schoolwide Program Report **SW01-SW15**

November 2023

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Department of Public Instruction
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nd.gov/dpi

District Name:

School Name:

Grade Levels:

Submissions SW01–SW02 – Schoolwide Plan

- Submit documentation of how decisions are made regarding program activities and the use of Title I funds. Documentation may include agendas/minutes of meetings (e.g., parents, community, school improvement team, etc.) and/or sign-in sheets. Submit a copy of the consultation. **Label as Submission SW01.**
- Submit a copy of the notification of accessibility of the schoolwide plan to the LEA, parents, and the public (SEC. 1114(b)(2)(B)(iv)). **Label as Submission SW02.**

Submission SW01 – Schoolwide Plan Stakeholder Consultation

Requirement

Under ESSA SEC. 1114(b)(2)(B), an eligible school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Documentation

Submit documentation of how decisions are made regarding program activities and the use of Title I funds. Districts annually summarize their consultation process with stakeholders in the Consolidate Application. In the application, the district provided a narrative response on the consultation process and the methods used at all stages of consultation. For this monitoring submission, the district should provide evidence supporting this narrative. Documentation may include agendas/minutes of meetings (e.g., parents, community, school improvement team, etc.) and/or sign-in sheets. A copy of the consultation and supporting documentation may be submitted for this requirement.

Resources

- Cognia Diagnostics and Surveys – [Cognia Resources](#)

Submission SW02 – Schoolwide Plan Public Notification

Requirement

Under ESSA SEC. 1114(b)(2)(B), an eligible school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents and other members of the community to be served and individuals who will carry out such project. The school plan must be available to the district, parents, and the public. The information contained in the school plan must be in an understandable and uniform format and provided in a language that the parents can understand. The plan should coordinate and integrate with other Federal, State, and local services, resources, and programs if applicable.

Documentation

Submit documentation of notification of accessibility of the schoolwide plan to the public. The school plan notice must be available to the LEA, parents, and the public. The documentation may include the date of release of the notification and the method disseminated (e.g., letter, email, newsletter article, etc.).

Resources

No additional resources are available for this submission.

Submissions SW03–SW04 – Parent Notifications and Staff Qualifications

- Submit copies of the following items pertaining to the Parent’s Right to Know requirement:
 - A copy of the notification to parents and family members of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of the instructional staff.
 - A copy of the compiled list of the qualifications of all teachers in the building. If paraprofessionals provide services, the notification must include their qualifications.
 - A copy of the timely notification to parents and family members of any students taught for four continuous weeks by a teacher who does not meet state licensure requirements at the grade level/subject area in which the teacher has been assigned.

Label as Submission SW03.

- Submit a copy of the notification each participating school provides to the parents and family members regarding the information on the level of achievement and academic growth of their student on each state academic assessment and have provided an opportunity for individuals to review these reports on [Insights](#).

Label as Submission SW04.

Requirements

Section 1112 ESSA requires that, at the beginning of the school year, Title I schools must notify parents that they have the right to request the professional qualifications of the teaching staff at the school. Specifically, they have the right to know if a teacher meets state licensing requirements for the grade/subject they teach, if they are teaching under a provisional license, and what major or other graduate certification they hold.

This requirement also pertains to aides/paraprofessionals. Schools must notify parents that they have the right to know the qualifications of aides/paraprofessionals working with their children.

A teacher aide/paraprofessional assists teachers and students under the direction of a professional teacher. The USED guidance defines an aide/paraprofessional as an employee who provides instructional support by reinforcing a teacher’s effect in the classroom in a program supported with Title I, Part A funds. Listed below are specific requirements to keep in mind regarding the use of an aide/paraprofessional.

- All instructional aides/paraprofessionals in a schoolwide setting must hold a high school diploma/GED and have met one of the following requirements documented by a Title I Paraprofessional Certificate of Completion:
 1. Completed at least 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, which includes an assessment of math, reading, and writing.

The law also requires that the notice be provided to parents in an understandable, uniform format. Most schools do this through an easy-to-read chart outlined in the sample.

Title I schools must notify parents of the children impacted by this instruction after four weeks of instruction by a teacher who is not highly qualified. This notification should be handled in a timely, professional manner.

Schoolwide schools are required to notify parents and family members of information on the level of achievement and academic growth of their students on each state academic assessment and provide an opportunity for individuals to review these reports on [Insights](#).

Documentation

See subsequent pages.

Documentation includes the parent notification, a compiled list of the qualifications of all teachers and paraprofessionals, and the *Insights* notification provided to parents and family members.

Resources

- [Title I Paraprofessional Certificate of Completion](#)
- [Paraprofessional Public Search](#)
- [Parent's Right to Know Guidance](#)
- [Parent's Right to Know - Template](#)
- [Notice of Teacher Status for Four or More Weeks - Template](#)
- [North Dakota ESSA Website](#)
- [Insights Dashboard](#)

Sample Documentation – Submission SW03 – Parent’s Right to Know

Dear Parent or Guardian,

Our school receives federal funds for Title I programs that are part of the Every Student Succeeds Act (ESSA). Under ESSA, you have the right to request information regarding the professional qualifications of your child’s classroom teacher(s).

As always, we want to keep our parents informed on the quality education we deliver, and sharing staff qualifications is an excellent way to illustrate our commitment to our students. The staff at any school defines the education environment, and we are devoted to finding the best quality teachers and paraprofessionals to work with your children to ensure our school is a place where they can succeed.

Below is a table that lists the teaching staff at our school, their current position, degree major, any other graduate degree, certification or endorsement, years of teaching experience, and whether or not they meet the state qualifications and licensing requirements.

Teacher Name	Current Position (Grade Level/ Subject)	Bachelor’s Degree Major and/or Major Equivalency	Graduate Degree or Special Credentials or Endorsements	Meets State Qualification and Licensing Criteria	Teaching Under Emergency or Provisional Status	Years of Teaching Experience (Optional)

Below is a list of the paraprofessionals who work at our school and their qualifications. If your child receives services in our Title I program, these paraprofessionals may assist your child as they work with our Title I teacher. We also use paraprofessionals to help classroom teachers and special educators.

Paraprofessional Name	Duties	Meets ESSA Requirements (Certification #)

In addition, if a teacher who is not highly qualified for four or more consecutive weeks teaches your child at any time during the school year, you will receive timely notice from the school.

Again, thank you for your inquiry. Please continue to contact me at any time if you have questions.

Sincerely,

(Administration)

Sample Documentation – Submission SW03 – Aide/Paraprofessional Documentation

XYZ Public School District

Below is the chart outlining each of the aides/paraprofessionals employed in our schoolwide program.

Paraprofessional Name	Duties	Certificate of Completion or Teaching License Number	Funding Source
Name	Classroom aide/paraprofessional – Assists with classroom management and provides instructional services under the direct supervision of the classroom teachers. They are also assigned to recess, hallway, and lunchroom duties.	North Dakota Teaching License #00001	Schoolwide Title I Funds
Name	Special Education Aide – Works individually with an autistic child in grade 3.	North Dakota Teaching License #00002	Special Education Funds
Name	Classroom aide/paraprofessional – Assists individual students with math, reading, language arts, or science one-on-one in the classroom as much as possible. This assistance will be under the direct supervision of the schoolwide reading specialist and the regular classroom teacher. Assistance will be offered to all students as needed.	Title I Certificate of Completion #9998	Schoolwide Title I Funds
Name	Library aide/paraprofessional – Reads stories/books to the children before school starts. Discusses the stories with them as they read.	Title I Certificate of Completion #9997	Local Funds
Name	Attendance Officer	Non-Instructional	BIE Funds
Name	Classroom Management – Assists with classroom management in Grade 6 and computer lab assistance.	Non-Instructional	Local Funds

Sample Documentation – Submission SW03 – Staff Qualifications

Dear Parent or Guardian:

Our district's goal is to provide your child the best education possible by employing quality teachers and staff, providing challenging curriculum and materials, monitoring each student's academic achievement, and communicating regularly with parents. Under the Every Student Succeeds Act (ESSA), teachers must meet certain requirements if teaching for four or more consecutive weeks. They must have North Dakota licensure and demonstrate competency in the subject matter for the grade level(s) and subjects they teach. These skills are necessary to help every child attain high academic and behavioral standards.

Our district is working to ensure all students are taught by teachers who meet the ESSA requirements. When necessary, they assist employed teachers in obtaining the required certification and skills for their positions. This notice is to keep you informed regarding the status of your child's teacher(s).

Currently, one of our teachers, _____, is authorized to teach in North Dakota but has not yet completed the process for complying with ESSA requirements and taught your child for four or more consecutive weeks in the following subject(s):

Teacher qualification statutes in this subject area:

_____ Teacher is currently teaching under an emergency or other provisional status.

_____ Teacher is currently involved in training and coursework to attain North Dakota licensing requirements and to continue learning curriculum and instruction strategies related to their grade level(s) and subject assignment(s).

It is your right to request further information regarding the qualifications of your child's teacher(s). If you wish to request such information, please contact me.

Sincerely,
(Administration)

Sample Documentation – Submission SW04 – Written Notification of Interactive Dashboard

Dear Parent/Guardian,

North Dakota has launched a dashboard called “Insights,” designed to help communities across the state access important information about K-12 districts and schools. Insights features easy-to-read reports on multiple measures of school success, including:

- Student Achievement
- Choice Ready Results
- Performance Comparisons
- English Learner Progress
- Graduation Rates
- School and State Accountability Results
- School Improvement Information
- Post-Secondary Education
- School Environment

Transparency to the Public

North Dakota is committed to informing communities about how well our schools are doing. North Dakota’s future success depends on tapping into the potential of all students so they graduate choice ready with the knowledge, skills, and disposition to be successful.

State education departments are required to annually create an accountability report for every public school in the state per the Every Student Succeeds Act (ESSA). The school accountability reports outline how schools perform on the accountability elements North Dakota selected within its ESSA plan.

How is our School Doing?

To find more information about our School Accountability Report, visit the dashboard at [Insights.nd.gov](https://insights.nd.gov), select “Find My School,” and search alphabetically. The school accountability report is posted under the Dashboard heading.

Please note that the data made available to the public masks or hides data for groups with ten or fewer students to protect confidential information about individual students. Therefore, if data is unavailable to less than ten students, it will say “no data available.”

[Provide a summary of School Accountability Report results]

Family Engagement

We have strong plans to improve our school's educational programs. We want you and your child(ren) to continue actively participating in our educational system. Please help support our high expectations for student achievement by participating in the school’s educational initiatives, offering input and support in our endeavors to raise student achievement, or volunteering at the school. Meeting our school’s goals will take a united effort, and I look forward to working with our families to ensure success for each student.

Continuous Improvement

All schools engage in continuous improvement for general support; therefore, our school has completed a continuous improvement plan through Cognition.

Each school's strategy map is generated as part of the overall school improvement plan. Our strategy map, outlining our key school improvement initiatives, is also available on Insights.

[Name of School] [is/is not] a participating Title I school with a student membership count of [include count].

School Support (If Applicable)

In addition, our school was selected for Comprehensive Support and Improvement (CSI) due to *[include reason that led to such identification]*.

[Provide a summary of school improvement efforts underway.]

More information on CSI can be found here:

<https://www.nd.gov/dpi/districtschools/essa/accountability/comprehensive-support-and-improvement>

OR

In addition, our school was selected for Targeted Support and Improvement (TSI) due to *[include reason that led to such identification]*.

[Provide a summary of school improvement efforts underway.]

More information on TSI can be found here:

<https://www.nd.gov/dpi/districtschools/essa/accountability/targeted-support-and-improvement>

If you have any questions regarding the information in the memorandum, please contact (name, title, phone, email)

Sincerely,

Building Principal

Sample Documentation – Submission SW04 – Website Notification of Interactive Dashboard

North Dakota has an accountability system reported through [Insights](#), commonly called the “Dashboard.” The Dashboard contains reports that display the performance of school districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas needing additional support.

North Dakota’s [Insights](#) website is designed to help communities across the state access important information about K-12 districts and schools – including ours. The [North Dakota Dashboard](#) features easy-to-read reports on multiple measures of school success, including test scores, graduation rates, English Learner progress, and attendance.

Please note that data made available to the public masks or hides data for groups of fewer than ten (10) students to protect confidential information about individual students.

For questions concerning K-12 education data, please [email](#) the North Dakota Department of Public Instruction. Phone: (701) 328-2260.

You may also direct questions about our specific district data to *[insert district/school contact name]* at *[insert district/school contact information]*.

Submissions SW05-SW08 – Required Components of a Schoolwide Program

- Submit evidence, which could be a self-evaluation narrative of the results, that the school gathered data to conduct the required comprehensive needs assessment, including achievement of children related to state academic content standards and the state student academic achievement standards. **Label as Submission SW05.**
- Submit documentation that Title I personnel employ evidence-based research strategies in teaching practices and have documentation on how evidence-based strategies are used. **Label as Submission SW06.**
- Submit documentation that teachers are using methods and instructional strategies that strengthen and address the needs of all children in the school, particularly those at risk of not meeting the challenging state academic standards. *Provide additional supporting documentation if the school uses class size reduction (CSR) as a strategy.* **Label as Submission SW07.**
- Submit documentation that the schoolwide program is coordinated with other federal, state, and local services and programs, including Title I-related programs, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training. **Label as Submission SW08.**

Submission SW05 – Comprehensive Needs Assessment

Requirement

Title I schoolwide programs are required to conduct a comprehensive needs assessment. A comprehensive needs assessment must be conducted during a schoolwide planning year. For this needs assessment, a school must gather data about the school, its population (students, parents, teachers, and the community), the areas of strength and weakness in terms of student achievement, and any other data necessary to understand what should be the focus of the schoolwide plan. This needs assessment identifies the school's strengths and challenges in key areas that affect student achievement. It is the needs assessment that provides the framework for the schoolwide plan.

After completing the schoolwide planning process, schoolwide programs must conduct a needs assessment or thorough review, at least annually, at the end of each school year. Many schoolwide programs review their data more than once a year through a continuous cycle of improvements. The results of this end-of-year needs assessment or ongoing review serve as the schoolwide program's evaluation and should be used as the basis for making changes to the schoolwide plan. This end-of-year needs assessment is called the Annual Review.

All efforts of the schoolwide plan, including the schoolwide goals, activities for reaching the goals, and expenditures of the school's Title I funds, must be aligned with the results of the comprehensive needs assessment and ongoing review.

Documentation

Schools must maintain up-to-date documentation that contains the data results of each year's evaluation of the schoolwide program, also known as the Schoolwide Annual Review. This information should be available for review during federal program monitoring. Schools utilizing Cognia to meet schoolwide plan requirements may use some of the documentation provided in the needs assessment reports submitted annually.

It is VERY important that schoolwide programs document the data results and provide evidence of how the data influences the changes to the schoolwide plan. It is not acceptable to simply change schoolwide activities and goals without data to show this was an intelligent decision. Schoolwide programs should review data throughout the school year to efficiently identify struggling students and provide them with programming that meets their needs.

See subsequent pages.

Resources

- Cognia Diagnostic Reports: Title I Schoolwide Component 1 – Comprehensive Needs Assessment

Sample Documentation – Submission SW05 – Comprehensive Needs Assessment

XYZ Public School District

The XYZ Public School collects data throughout the school year. We use this data to review and analyze the programs within our school continually. This data review is considered a comprehensive needs assessment process. The chart below outlines the types of data collected and reviewed.

Data Type	Data Source	
Demographic Data	<ul style="list-style-type: none">• Enrollment• Attendance/truancy• Mobility• Grade levels	<ul style="list-style-type: none">• Special needs• Free and reduced meals• Gender• Referrals
Perception Data	<ul style="list-style-type: none">• Parent survey• Student survey	<ul style="list-style-type: none">• School climate information• Staff survey
Student Achievement Data	<ul style="list-style-type: none">• North Dakota State Assessment• NWEA• Quarterly exams	<ul style="list-style-type: none">• Classroom grades• Student writing samples
Program Data	<ul style="list-style-type: none">• Curriculum implementation• Special needs services information• Implementation of professional development strategies	<ul style="list-style-type: none">• Parent/community volunteer data• Participation in professional development• Field trips

We host quarterly PLCMTSS meetings to review the above data with all school staff. Below are the meeting dates for the _____ school year:

- October 15, 20XX
- January 15, 20XX
- March 15, 20XX
- May 15, 20XX

The data results are discussed, analyzed, and observed for themes and trends at these meetings. Programmatic changes and adjustments are made accordingly, depending on the emerging themes and trends. The staff then summarizes the trends and themes for each data type and outlines actions to take for subsequent meetings.

The following page is an example of the data summary from our October 15, 20XX meeting.

XYZ Public School District
 Quarterly Data Review Summary
 Submission #SW05 (continued)

Schoolwide Goal: <u>Reading Comprehension</u>		Date of Meeting: <u>October 15, 20XX</u>	
Type of Data	Data Source(s)	Trends and Themes	Action Required (Changes to Schoolwide plan, cross analyze, gather additional data, etc.)
Demographic Data	<ul style="list-style-type: none"> • Enrollment • Attendance/truancy • Mobility • Special needs • Free and reduced meals • Gender • Referrals 	Our student enrollment has increased somewhat. This may be due to the new factory in our area. We have also found a greater need for LEP services. Attendance has been steady for the first part of the school year; however, we are noticing a decrease in some grades. Students participating in free and reduced meals have also increased.	LEP students – additional services are needed – considering our after school program. Attendance – home liaison will focus on all students, paying particular attention to those not attending.
Perception Data	<ul style="list-style-type: none"> • Student survey • School climate information 	Student surveys indicated positive feelings toward school. Some students expressed concern regarding scheduling and course offerings. School climate checklist indicated the school needed to focus more on academics in the school's displays.	Student survey – student council will gather more information on student concerns regarding scheduling and courses. Climate – for each extra-curricular display, there will be one academic display – teachers are encouraged to start their displays immediately.
Student Achievement Data	<ul style="list-style-type: none"> • North Dakota State Assessment • NWEA • Quarterly exams • Classroom grades • Student writing samples 	The majority of our students are scoring average or above on assessments and grades. We have found that LEP students are struggling more than others. Special education students are making gains. Student writing samples are improving, but not as fast as we would like.	LEP students – additional services are needed – considering our after school program. Special education – continue reform strategies. Student writing – teachers will stress and re-share the rubric generated for grading student writing – all teachers are required to use this and must bring a scored student writing sample to next month's staff meeting.
Program Data	<ul style="list-style-type: none"> • Curriculum implementation • Special needs services information • Implementation of professional development strategies • Parent/community volunteer data • Participation in professional development • Curriculum Mapping 	Through our curriculum mapping process (last year), we determined that our current curriculums are aligned to the state standards; however, teachers were skipping around the curriculum. The implementation of curriculum and instructional strategies being utilized needs to be strengthened. Many of the materials, supplies, manipulatives, and technology to compliment curriculum are not being utilized by staff or students.	Curriculum Mapping – teachers will continue tracking what they teach to ensure there are no holes in curriculum – weekly discussions at grade level meetings. Curriculum implementation, instructional strategies, and manipulative/technology integration – arrange for additional professional development for teachers in these areas – incorporate into grade level meetings.

Submission SW06 – Evidence-Based Research

Requirement

ESSA supports evidenced-based strategies, practices, activities, instructional materials, and programs that have been evaluated and proven to improve student outcomes. Districts can be confident that implementing evidence-based strategies will likely produce positive results.

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance emphasize the use of evidence-based activities, strategies, and interventions (collectively referred to as “interventions”). Interventions must prove consistent and reliable evidence that the particular program or practice has been proven effective. Interventions must meet ESSA’s definitions for Level 1 (“Strong”), Level 2 (“Moderate”), or Level 3 (“Promising”).

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four levels of evidence. When you search for evidence-based strategies in the Evidence-Based Clearinghouse, the evidence-based strategies you see meet ESSA's definitions for Level 1 ("Strong"), Level 2 ("Moderate"), or Level 3 ("Promising").

When an instructional program or practice is evidence-based, there must be consistent and reliable evidence that the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes. This includes interventions that:

- Employ systematic, empirical methods;
- Involve rigorous data analyses;
- Rely on measurements that provide reliable and valid data;
- Use experimental or quasi-experimental designs;
- Ensure that studies are clear and detailed to allow for replication; and
- Reviewed or accepted by independent experts.

What does this mean for Title I?

- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are evidence-based.
- All schools that receive Title I funds must provide documentation on how the programs and strategies they employ are evidence-based.
- Title I paid staff who provide instruction in reading and/or math, and all staff teaching in a schoolwide program must use evidence-based instructional strategies and methods.

External research partners can be an excellent resource for learning more about existing research on an activity, strategy, or intervention. If you have existing partnerships or are considering developing new research partnerships, ask them to share their insights and knowledge.

Documentation

See subsequent page.

Resources

- There are many resources and websites districts can use outlining the four levels of evidence by using existing research and cataloging evidence-based practices. Resources are available at [Evidence-Based | North Dakota Department of Public Instruction \(nd.gov\)](#).
- [Archived: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(PDF\)](#)

Sample Documentation – Submission SW06 – Evidence-Based Research Documentation

**XYZ Public School District
XYZ School
How to Document Evidence-Based Research**

Title I Teacher: _____

School Year: _____

Title I teachers are required to supplement instruction that is occurring in the regular classroom. Therefore, documenting that the general education curriculum is research-based will demonstrate that Title I teachers meet the evidence-based requirement.

Core Curriculum (i.e., District Reading Series, District Math Series used by general education teachers)

District Reading Series: _____

District English Series: _____

District Math Series: _____

District Assessments: _____

Evidence-Based Research Activities, Strategies, and Interventions	Level of Evidence (Strong, Moderate, Promising)
▪ ▪	▪ ▪

Websites and resources cataloging evidence-based practices

- [Evidence for ESSA](#) developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [SRCL Evidence-Based Literacy Resources](#) (categorized in ESSA evidence tiers)
- [What Works Clearinghouse](#) developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only the most rigorous evidence criteria)

Outlined below are research articles supporting the above curriculums, activities, etc.

[School must reference or include supporting documentation, research articles, websites, etc., supporting the practices and curriculums listed above.]

Submission SW07 – Schoolwide Reform Strategies Using Methods to Strengthen the Academic Program, Increase the Amount and Quality of Learning Time

Requirement

ESSA 1114(b)(1)(B) Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program to improve the achievement of the lowest-achieving students. Schoolwide reform strategies use evidence-based research methods and instructional strategies to strengthen the core academic program in the school.

Title I schoolwide programs are required to implement **effective methods and instructional strategies** that increase the amount and quality of learning time. These strategies, as well as all schoolwide reform strategies, are to be evidence-based. Increasing the amount and quality of learning time may include, but are not limited to, programming such as:

- extended school year
- before-school programming
- after-school programming
- summer school opportunities
- enriched and accelerated curriculum
- class size reduction

Increasing the **amount and quality of learning** time may also include documentable activities such as:

- Presenting personalized and authentic learning activities, making adaptations to challenge learners.
- Keeping seatwork activities productive through careful preparation, active supervision, and provision of assistance to students in such a way that others are not disturbed.
- Working with smaller groups to reduce the amount of time needed for learning.
- Giving short homework assignments to elementary students to build good study habits and longer (45 to 120-minute) assignments to secondary students to reinforce learning. Checking standards for understanding and not generally assigning grades.
- Scheduling school events to avoid disruption of learning time.
- Organizing the school calendar to provide maximum learning time.
- Keeping unassigned time and time spent on non-instructional activities to a minimum during the school day; beginning and ending lessons on time; keeping transition times short; minimizing disruptive behavior through effective classroom management.
- Class-size reduction is defined as creating additional classes in specific grades/subjects to create small student-to-teacher ratios. The district retains the responsibility to pay for the original classes, and Title I funds would pay for the additional supplemental classes.

Besides academic programs, schoolwide programs can use other **supplemental programs** to help these students succeed. The services of such programs could include:

- Counseling
- Pupil services
- Student mentoring services
- Integration of vocational and technical education programs
- Innovative teaching methods, which may include applied learning and team-teaching strategies
- College and career awareness and preparation
 - college and career guidance
 - personal finance education

Documentation

The reform strategies strengthening the core academics should be evident at the classroom and school levels. Schools using narrative documentation must provide supporting documentation of how said methods are taking place regularly. The description should also reflect how the reform strategies are implemented, provide opportunities, and address the learning needs of all students in the school.

Schools utilizing Cognia to meet schoolwide plan requirements may use some documentation provided in the schoolwide reform strategies submitted annually. Additional supporting documentation for each strategy may be requested.

For class size reduction (CSR), see [Sample Documentation for Submission D24-25 – Class Size Reduction](#).

Resources

- Cognia Strategy Maps and Diagnostics: Title I Schoolwide Component 2 – Schoolwide Reform Strategies
- [Sample Documentation for Submission D24-25 – Class Size Reduction](#)
- [What the Research Says About: Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers](#)

Sample Documentation – Submission SW07 – Increase the Amount and Quality of Learning Time

XYZ Public School District Documenting Increasing the Amount and Quality of Learning Time

School: XYZ Public School

School Year: 20XX-20XX

The documentation below outlines our regular school hours of operation, before-school programming, after-school programming, and other extended learning times offered by the school.

Before-School Program

Program times: Tuesday – Friday, 7:30 am – 8:30 am

Academic Focus: This program's primary focus is for students struggling in reading and/or mathematics; however, the program is open to all students at XYZ Public School. This program offers remedial instruction, review, and re-teaching for students.

Regular School Day

School beginning time: 8:30 am

- Time spent in reading: 90 minutes (uninterrupted)
- Time spent in math: 60 minutes (uninterrupted)
- Closely monitor low-achieving students and offer timely assistance through classroom services, referral to small group services, or outside investigations.
- Maintain a positive learning environment.
- Differentiated Instruction; accommodating students' various learning styles.
- Utilize brain-based research and instructional strategies for the instruction of all students.
- Emphasize higher-order thinking skills.
- Offer engaging curriculum and personalized learning opportunities for all students.
- Allow students to learn at their own pace and utilize their strengths while receiving guidance from the classroom teacher.

School ending time: 3:05 pm.

After-School Program (funded with schoolwide Title I funds)

Program times: Monday – Thursday, 3:05 pm – 4:30 pm

- Academic Focus: The primary focus of this program is for students who need additional assistance in any subject area, particularly in reading and/or mathematics. The program is open to all students at XYZ Public School. After-school teachers and tutors assist students with homework, projects, and introduce new and upcoming academic topics to intrigue students and create additional background knowledge.

Extended Learning Time

Program times: Daily during regular school day hours

- Students who are struggling academically receive extended services from a specialist. Depending on the child's needs, this adult may be a reading/math specialist, special education teacher, special services instructor, etc. Student monthly evaluations are reviewed to determine progress and/or to adjust services.

Summer School Program (funded with schoolwide Title I funds)

Program date: July 17 – August 15, 20XX

Program times: 9:00 am – 2:00 pm

- Academic Focus: The primary focus of this program is on students who struggled during the regular academic year. The summer school teachers use this opportunity to review materials from the previous year, leading to less re-teaching during the regular school year.

School/District Level

- Offer extra time and assistance to at-risk students and their families.
- Offer student counseling.
- Assist with family counseling (if needed).
- Offer individual tutoring and academic assistance through our extended day programs.
- Offer before-school and after-school services.
- Student mentoring services.
- Professional development opportunities for all teaching staff.
- Assessment and monitoring of student progress continually throughout the school year.

Please note: Schools using narrative documentation (such as the example above) must also provide supporting documentation for these activities (i.e., learning styles documentation, lesson plans showing higher-order thinking skills, family counseling opportunities, etc.) to evidence that these activities are taking place regularly.

Submission SW08 – Coordination of Programs

Requirement

ESSA 1114(b)(1)(J) 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:

- 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 integrate services and programs to upgrade the entire educational program and help all students reach proficient and Cognia levels of achievement.

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

Documentation

See subsequent page.

Schools utilizing Cognia to meet schoolwide plan requirements may use some of the documentation provided in the schoolwide component program coordination submitted annually. Additional supporting documentation for each strategy may be requested.

Resources

- Cognia Reports: Title I Schoolwide Component – Program Coordination

Sample Documentation – Submission SW08 – Coordination of Programs

XYZ Public School District Documentation of Coordination of Programs

All programs within the XYZ Public School are coordinated and integrated to help meet the intentions of the schoolwide plan. Below are specific examples of how various federal programs are integrated to help support our schoolwide goals and initiatives.

Program	Description
Title I, Part C – Migrant Program	Our school participates in the federal migrant program during the summer months. This helps our migrant students and their families in all aspects of their lives (medically, academically, socially, etc.). This program also prepares children as they return, year after year, to our community and participate in our schoolwide program.
Title I, Part D – Neglected and Delinquent Program	Our community has two facilities serving neglected and delinquent children. We work closely with these programs to better serve our students residing at these facilities. This partnership directly links the school’s schoolwide reading and math goals and student achievement.
Title II, Part A – Teacher and Principal Quality	Our school utilizes the majority of these funds for class-size reduction services and professional development. These initiatives complement our schoolwide plan and help us better serve our students.
Title IV, Part B – 21 st Century Community Learning Centers	This program provides after-school academic services in reading and math to our students. This helps them become better prepared for school daily.
Head Start	Our school coordinates with the local Head Start facility by having open records, developing communication channels for teachers and staff, cooperating meetings for parents and teachers, transition programming, and providing a clear link in services to preschool children and kindergarten students.

Additional Examples*:

- Welcome Back to School
- Hosting community agencies: NDSU extension, County Nurse, County Sheriff, Fire Department,
- Ambulance, Social Services, etc.
- Hire Highly Qualified Teacher/Paraprofessional
- Research-Based Materials
- Professional Development
- Equip classrooms with emergency kits
- Fresh fruit/vegetable grant
- NDSU Extension/Parent Education Classes
- Gearing Up for Kindergarten
- Work Training in Vocational Areas
- Secondary Transition Bridging – JH to HS
- Backpack Program – sent food home with students who need assistance.

(*These are only ideas/examples...many others exist.)

Submissions SW09–SW12 – Parent and Family Engagement

Annual Meeting to Inform about Title I (Held in Fall)

- Submit a copy of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred and explain the Title I program and how parents can become involved in the Title I program. **Label as Submission SW09.**

Opportunities for Training Parents and Families

- Submit documentation of all opportunities to train parents and family members during this school year about methods they can use at home to complement the child’s instruction. **Label as Submission SW10.**

School-Family Compact

- Submit a copy, including the date and method of distribution, of the current school-family compact, jointly developed with parents and families, aligned to the requirements outlined in the ESSA. **Label as Submission SW11.**

Annual Assessment of Parent and Family Engagement

- Submit documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components (including the compact). **Label as Submission SW12.**

Submission SW09 – Annual Meeting to Inform about Title I (Fall)

Requirement

Parent and family engagement is a required component of schoolwide planning. One of the more specific requirements for parental involvement is the Annual Meeting for parents, family, and community.

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

- Explain their school’s participation in Title I and schoolwide requirements.
- 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 parent and family engagement policy, school parent and family engagement policy, and school-family compact.
- Explain the schoolwide program and how the schoolwide plan will be assessed for effectiveness.
- Explain the right of parents and families to become involved in the school’s programs and ways to do so.
- Explain that parents and families have the right to request opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions about their children's education. The school must respond to any such requests as soon as practicably possible.

To keep parents and families informed, schools must invite all parents/guardians of children participating in Title I, Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents/guardians should be invited. Schools must also offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so they can 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.

Below are a few things to keep in mind regarding the Annual Title I Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. This meeting occurs at the beginning (in the fall) of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents and families about the program?
- Do you engage and involve parents and families in the agenda? Do you try to get their ideas on what this meeting should involve?

Documentation

See subsequent page.

Resources

- [Title I Parent and Family Engagement | North Dakota Department of Public Instruction](#)

Sample Documentation – Submission SW09 – Annual Meeting to Inform

XYZ Public School District Documentation of Annual Meeting to Inform about Title I

Agenda

October XX, 20XX

Welcome, parents and community members!

This evening, we will be reviewing and discussing our schoolwide program. The agenda items will be as follows:

- What is Title I Schoolwide?
 - Requirements
 - XYZ Public School's Schoolwide Program—Past and Present
- Our Schoolwide Goals
 - Reading
 - Math
- Parental Involvement
 - Pastries for Parents
 - Reading Night
 - Math Night
 - Schoolwide plan and activities
- Student Activities
- Instructional methods and curriculum
- Assessing student progress at school and home
- Parent questions and ideas

We greatly appreciate your input and participation!

Please note: Schools using narrative documentation (such as the example above) must also provide supporting documentation for these events (e.g., sign-in sheets, packets of information distributed, handouts used, presentations used, etc.).

Submission SW10 – Opportunities to Train Parents and Families

Requirement

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

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

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

Schools are encouraged to utilize the six different types of parent and family engagement, as outlined by Dr. Joyce Epstein of John Hopkins University:

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective school-to-home and home-to-school communication about school programs and children's progress.
- Volunteering: Recruiting and organizing parental help and support.
- Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum-related activities.
- Decision Making: Including parents in the school's decisions and developing parent leaders and representatives.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Documentation

- Documentation to meet this requirement varies across the state. Below is a list of ideas on how schools can document this requirement.
- Newsletters – Title I programs can document compliance with this requirement by submitting copies of newsletters disseminated to parents. Be sure to include the dates of when this information was shared with parents.
- Mailings – Title I programs can document this requirement by submitting copies of handouts, flyers, homework tips, and other information shared with parents during the school year. Be sure to include the dates of when this information was shared with parents.

- Meeting Minutes and Agendas – Some Title I programs offer training nights or events for parents. These training opportunities can be documented by meeting minutes, agendas, or attendance sheets.
- Summaries – Some Title I programs provide a summative format to meet this requirement. For this, they summarize each resource shared with parents, where the resources were obtained, and the method and date of dissemination.

Resources

- [Title I Parent and Family Engagement | North Dakota Department of Public Instruction](#)
- [Resource Center | North Dakota Department of Public Instruction \(nd.gov\)](#)

Sample Documentation – Submission SW10 – Opportunities to Train Parents and Families

XYZ Public School District
Documentation of Opportunities to Train Parents and Families
School Year: 20XX-20XX

Parents and families are given information and handouts at the annual Title I meetings, parent-teacher conferences, and throughout the school year. Advice, suggestions, and ideas are shared through demonstrations, explanations, and written format.

The following are examples of information distributed:

- School Calendar
- Monthly school newsletter
- Reinforcing the State’s Content and Achievement Standards
- Ways to promote family literacy
- Home reading activities
- Home math activities
- Book lists and activities
- Computer night at school
- How to read with your child
- Helping your child succeed
- Homework study tips
- Summer activities

The following are examples of actual training opportunities/participation events for parents and families:

- School Open House – August
- Parent Advisory Committee – Monthly throughout the school year
- Family Fair – September
- Reading Night – February
- Math Night – March
- Mathematics for the Future – September
- Class plays – Throughout the school year
- Book Fair – November
- Parent-teacher conferences – November and February
- Music Programs – Throughout the school year
- Conscious Discipline – Throughout the year
- Marketplace for Kids – March
- Pastries with Parents – Throughout the school year

Please note: Schools using narrative documentation (such as the example provided above) must also provide supporting documentation for these events (e.g., sign-in sheets, agendas, meeting minutes, photographs, etc.) to evidence that these activities are taking place regularly.

Submission SW11 – School-Family Compact

Requirement

Each school that receives Title I, Part A funds or services must develop jointly with, agree with, and distribute to parents of participating children. This written school-family compact policy contains information required by the ESEA. This compact is part of the School Parent and Family Engagement Policy. The compact must outline how parents and the school staff will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help students achieve the state's high standards.

The school-family compact cannot just be a verbal agreement. You must have a copy on file and documentation of how it was distributed. Signatures on the compact are optional.

The school-family compact and the School Parent and Family Engagement Policy must be updated annually.

Documentation

See subsequent page.

Resources

- [Title I Parent and Family Engagement](#)

Sample Documentation – Submission SW11 – School-Family Compact

XYZ Public School District School-Family Compact

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-family compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parent and family engagement policy developed by the school and families. The compact must outline how families, the school staff, and students will share the responsibility for improved student academic achievement and how the school and families will build and develop a partnership to help children achieve the state's high standards.

The **XYZ Public 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 how the school and families will build and develop a partnership that will help children achieve the State's high standards. This school-family compact is in effect during the **20XX-20XX** school year.

REQUIRED SCHOOL-FAMILY COMPACT PROVISIONS

School Responsibilities – The XYZ Public 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:
The XYZ Public School will ensure all students know and work toward achieving the state standards. This will be accomplished by providing a challenging curriculum taught with evidence-based practices.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed regarding the individual child's achievement. Specifically, these conferences will be held:
Conferences will be held during the regularly held fall and spring parent-teacher conferences and at a separate parent meeting in the fall of the school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Progress reports are sent home with student report cards at the end of the four nine-week grading periods. Parents with Internet access can access their child's progress through PowerSchool.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
In addition to the regularly scheduled parent-teacher conferences, staff will be available for parents before school and after school on a daily basis. Parents will also be able to access staff by telephone and email.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Administrators and teachers welcome parents to visit their children's classrooms during the school year. Parents have been invited to assist in classroom lessons and activities. Parents are welcome to volunteer to help with special projects and activities.

Parent and Family Responsibilities – We will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring the amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child'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 received either by my child or by mail and responding as appropriate.*

Submission SW12 – Annual Assessment of Parent and Family Engagement

Requirement

At the end of each school year, schoolwide programs must assess the engagement of parents and families. This assessment method must be documented so that it is available for review. Often, Title I schoolwide programs meet this requirement by administering a survey in the schoolwide building asking parents/families to review the schoolwide plan, share how effective and realistic the plan was in its implementation, review parent and family engagement opportunities, and offer suggestions for improvement.

Please note that you do not have to use a survey to meet this Annual Assessment of Parent and Family Engagement requirement. This is just the most common method that is used. Other ideas for this requirement could be having an end-of-the-year meeting with parents/families to assess the program or calling parents/families at the end of the year and asking assessment questions. Whatever method you use, please remember that you must somehow document that the assessment took place.

Documentation

See subsequent page.

Resources

- [Cognia Surveys](#)
- [Title I Parent and Family Engagement | North Dakota Department of Public Instruction](#)

Sample Documentation – Submission SW12 – Annual Assessment of Parent and Family Engagement

XYZ Public School District Documentation of Annual Assessment of Parental and Family Engagement

We plan to distribute our 20XX-20XX schoolwide annual parent and family engagement assessment during April 20XX. Since we are submitting this documentation before April 20XX, we have decided to include the annual schoolwide assessment of parent and family engagement results from our 20XX-20XX school year. We surveyed all parents and families in the building during April 20XX. These results were discussed at our annual review meeting held in May 20XX. Below, you will find a summary of our survey results.

Survey Results

1. I have been involved in discussions regarding my child's education or had the opportunity (i.e., parent-teacher conferences).
34 = Yes 0 = No
2. I have been informed by my child's teachers about their progress.
33 = Yes 1 = No
3. I have been given information about how I can help my child with their classroom studying and homework.
32 = Yes 2 = No
4. Do you feel your child has benefitted from the teaming strategies implemented during the school year?
33 = Yes 1 = No
5. Please list areas of skills in which your child made improvements:
Answers varied.
6. Please list some areas or skills that you would like to see increased improvement:
Answers varied.
7. Does your child study independently at home?
31 = Yes 3 = No

15 = Daily 7 = Twice weekly 7 = Once a week
8. Comments and suggestions:
Answers varied.

Submissions SW13–SW15 – Evaluate the Title I Program

- Submit copies of the agenda and minutes of the Annual Review meeting. **Label as Submission SW13.**
- Submit a copy of the notification informing parents and family members of the results of the Annual Review meeting. **Label as Submission SW14.**
- Submit data to show improved student outcomes with class size reduction (CSR), if applicable. **Label as Submission SW15.**

Requirement

Each year, Title I programs are required to hold an annual review consisting of a formal meeting and then send correspondence of the results of this meeting to participating Title I parents. It is recommended that this meeting be held in the spring of the school year. The purpose of this meeting is to review all the components of the Title I schoolwide program.

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 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 required 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 meets 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 and their outcomes to improve student achievement and increase 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 positively affects student achievement. Thus, the annual review results 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 its commitment to implementing a schoolwide program that helps all students achieve at high levels.

The annual review will likely result in modifications that address 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 evaluation results to ensure the continuous improvement of student achievement.

Title I teacher(s), Title I aide(s)/paraprofessional(s), an administrator, and several classroom teachers, as well as any other interested/involved staff members, typically attend the annual review meeting. Parents and family members do not have to be invited to this meeting; however, parental input should come through reviewing the annual parent and family engagement assessment.

This meeting must be documented by an agenda, meeting date, and/or meeting minutes.

After this meeting has been held, the school must inform parents of the results of the annual review meeting. The results typically include meeting minutes with background information, evaluation questions, a description of evaluation procedures and how the data was analyzed, findings, and a conclusion with recommendations.

This can be done in various ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

Class-size reduction is defined as creating additional classes in specific grades/subjects to create small student-to-teacher ratios. The district retains the responsibility to pay for the original classes, and Title I funds would pay for the additional supplemental classes. Title I, Part A funding can only be used to pay the salaries of qualified teachers to reduce class size.

LEAs have the flexibility to explore these and other alternatives for reducing class sizes, provided qualified teachers are utilized, Title I funds are only used to hire staff to reduce class size, and the decision to use Title I funds for class size was reviewed by the administration and is justified as an evidence-based practice.

Documentation

See subsequent pages.

Resources

- For evaluation of the effectiveness of class-size reduction (CSR), see [Title II Sample Monitoring Documentation D22](#).
- [Sample Documentation for Submission D21-22 – Class Size Reduction](#)
- [What the Research Says About: Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers](#)

Sample Documentation – Submission SW13 – Annual Review Meeting to Evaluate Title I Program Documentation

XYZ Public School District Documentation of Annual Review

We have scheduled our 20XX-20XX annual schoolwide review for May X, 20XX. Since we are submitting this documentation before May X, 20XX, we have decided to include the annual schoolwide review results from our 20XX-20XX school year. This meeting was held on May X, 20XX. Principal XYZ led this meeting. All staff from the schoolwide building were in attendance at the meeting.

Agenda Items:

- Review and evaluation of 4 required components and implementation
- Review of annual assessment of parent and family engagement (survey results)
- Review of schoolwide goals
- Review of student assessment (NDSA, NWEA/MAPS, AIMS, classroom assessments)
- Review of attendance data
- Review of instructional strategies and learning activities implemented

Meeting Minutes:

After a thorough discussion on the above items, it has been determined that the following changes will take place during the 20XX-20XX school year regarding the schoolwide plan and its initiatives.

- Reading – Flexible Groups– Using AIMS, NWEA, and NDSA data, we will determine how students will be divided into flexible grouping teams. These teams will be flexible and will change based on ongoing assessment and data review results. Classroom teachers and specialists will gather weekly to evaluate data, plan instruction, share teaching techniques, etc., to prepare for the flexible grouping time. This is also when student assessment results are discussed and team changes are made.
- Reading – Study Groups – 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
- Parent and family engagement

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

Sample Documentation – Submission SW14 – Notification of Annual Review and Evaluation Results

Fall 20XX

Dear XYZ Public School Parents, Guardians, Teaching Staff, and Community Members,

The purpose of this letter is to inform you of the results of the XYZ Public School District's Schoolwide Annual Review Meeting. This meeting was conducted with all teaching staff and administration during the spring of 20XX and is held each school year.

During this meeting, we discussed the merits of the schoolwide program and any questions or concerns of classroom teachers or other XYZ Public School District staff. We also discussed the results of the annual parent survey at this meeting. We closely examined our school's data to determine how to better serve our students during the 20XX-20XX school year.

The Schoolwide Annual Review Agenda and Minutes from our meeting last spring are enclosed. Please contact the school with any questions or concerns regarding this information.

Sincerely,

XYZ Public School Building Principal