



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

DIVISION OF STUDENT SUPPORT & INNOVATION

TITLE I

SCHOOLWIDE

SAMPLE MONITORING

DOCUMENTATION

SW01 – SW14

2019-2020

Sample Monitoring Documentation for Schoolwide Programs

Nationally, Title I receives a significant amount of funds from the federal government. The Office of Educational Equity & Support is required by law to monitor local Title I programs to ensure compliance with procedures and regulations. The U.S. Department of Education (USDE) is clearly enforcing this regulation. It is the responsibility of the state to ensure that states, districts, and schools are held accountable in regard to Title I and Every Student Succeeds Act (ESSA) regulations.

The purpose of this document is to provide assistance to schools and districts as they complete the Federal Title Programs monitoring process. This document walks through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, and additional resources available. Below is a summary of each category.

“Requirements” Section

This section outlines the specific requirements defined by the federal and state law to assist schools in understanding the requirements.

“Documentation” Section

This section explains the type of documentation necessary to adequately meet each monitoring requirement.

“Alerts” Section

This section offers alerts to note regarding the requirement or outlines common issues regarding the submission or documentation.

“Resources” Section

This section outlines current resources available on the particular requirement.

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 developed 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 that assures 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. A copy of consultation and supporting documentation may be submitted for this requirement.

Alerts

No alerts for this submission.

Resources

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

Submissions 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 developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan. The school plan must be made 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. If applicable, the plan should be in coordination and integration with other Federal, State, and local services, resources, and programs.

Documentation

Submit documentation of notification of accessibility of the schoolwide plan to the public. The school plan notice must be made available to the LEA, parents, and the public. The documentation may include the date of release of the notification and the method disseminated.

Alerts

No alerts for this submission.

Resources

No additional resources available for this submission.

Submissions SW03 & SW04 – Parent Notifications & Staff Qualifications

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 teaching staff at the school. Specifically, they have the right to know if the teacher meets state licensing requirements for the grade/subject in which they are teaching, 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 child.

A teacher aide/paraprofessional is one who assists teachers and students under the direction of a professional teacher. The USDE 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. 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 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 choose to do this through an easy-to-read chart as 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. This, too, is outlined in Section 1112 of ESSA.

Documentation

See subsequent page.

Documentation includes the parent notification and a compiled list of the qualifications of all teachers and paraprofessionals.

Sample letters and documentation tables regarding this requirement are available on the Office of Educational Equity & Support website. Please see the resources section for further details.

Alerts

All instructional paraprofessionals in a Title I schoolwide program must have a Title I Paraprofessional Certificate of Completion prior to beginning work with students.

Resources

- [Title I Paraprofessional Certificate of Completion](#)
- [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 along with 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 be assisting your child as he/she works with our Title I teacher. We also use paraprofessionals to assist classroom teachers and special educators.

Paraprofessional Name	Duties	Meets ESSA Requirements (Certification #)

In addition, if at any time during the school year a teacher who is not highly qualified for four or more consecutive weeks teaches your child, 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 you will find the chart outlining each of the aides/paraprofessionals employed in our schoolwide program.

Aide/Paraprofessional Name	Duties	Certificate of Completion or Teaching License Number	Funding Source
XYZ Aide/Paraprofessional	Classroom aide/paraprofessional – Assists with classroom management and provides instructional services under the direct supervision of the classroom teachers. Also assigned to recess, hallway, and/or lunchroom duties.	North Dakota Teaching License #00001	Schoolwide Title I Funds
XYZ Aide/Paraprofessional	Special Education Aide – Works individually with an autistic child in grade 3.	North Dakota Teaching License #00002	Special Education Funds
XYZ Aide/Paraprofessional	Classroom aide/paraprofessional – Assists individual students with math, reading, language arts or science on a one-on-one basis within the classroom setting 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
XYZ Aide/Paraprofessional	Library aide/paraprofessional – Reads stories/books to the children in the morning before school starts. Discusses the stories with them as they read.	Title I Certificate of Completion #9997	Local Funds
XYZ Aide/Paraprofessional	Attendance Officer	Non Instructional	BIE Funds
XYZ Aide/Paraprofessional	Classroom Management – Assists with classroom management in Grade 6, as well as 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 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, and when necessary, assist employed teachers in obtaining the necessary 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/or 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 new website 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:

- Test scores
- Graduation rates
- English Learner progress
- Student attendance

[Insights](#), or more commonly referred to as the “Dashboard,” is part of North Dakota’s new accountability system. It is the next step in a series of major shifts in public education that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students. To learn more about the state’s accountability and continuous improvement, visit [North Dakota’s ESSA website](#).

To find out more information about our school, visit [Insights](#), select “Find My School,” and search alphabetically for our school.

Why a new system and new tool?

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. For schools to reach this goal, teachers, parents, and the community need clear and useful measures of progress. As an accountability tool, the Dashboard will help the state identify schools receiving additional support and assistance.

What is different?

In the past, the accountability system for districts and schools relied heavily on test scores. But one test taken on one particular day does not provide a complete picture of all the ways schools are helping students succeed. The Dashboard continues to provide information on different aspects of student performance, but also includes information on school growth and other factors reflecting a more comprehensive view. The Dashboard replaces the former School District Report Card and Adequate Yearly Progress (AYP) reports.

Please note, the data made available to the public masks or hides data for groups with 10 or fewer students to protect confidential information about individual students.

What’s next for our district?

We have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be active participants in our educational system. Please help support our high expectations for student achievement by participating in the school 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.

School Support under ESSA

All schools engage in continuous improvement for general support; therefore our school will complete an AdvancED Continuous Improvement Plan annually.

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

In addition, our school was selected for Targeted Support due to [*included reason that led to such identification*]. (If applicable)

[*Name of School*] [*is/is not*] a participating Title I school, with a student membership count of [*include count*]. If you have any questions regarding this information, please contact the school at [*address*], [*phone number*], and [*email*].

Thank you,

Sample Documentation – Submission SW04 – Website Notification of Interactive Dashboard

North Dakota has a new accountability system reported through [Insights](#), more commonly referred to as 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 in need of additional support.

North Dakota’s new [Insights](#) website is designed to help communities across the state access important information about K-12 districts and school – 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. The Dashboard replaces the former School District Report Card and Adequate Yearly Progress (AYP) reports.

Please note, the data made available to the public masks or hides data for groups with 10 or fewer students to protect confidential information about individual students.

For questions concerning K-12 education data, please contact the North Dakota Department of Public Instruction.

You may also direct questions regarding our specific district data to [insert name] at [insert contact information].

Submission SW05 – Comprehensive Needs Assessment

Requirement

Title I schoolwide programs are required to conduct a comprehensive needs assessment. A thorough comprehensive needs assessment must be conducted during a school's 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 are required to 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 serves 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 to the results of the comprehensive needs assessment and ongoing review.

Documentation

Schools must maintain up-to-date documentation which 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 a federal programs 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 evidence how the data influences the changes to the schoolwide plan. It is not acceptable to simply change schoolwide activities and goals without having data to show that this was an intelligent decision.

Schoolwide programs should be reviewing data throughout the school year in order to efficiently identify struggling students and provide them with programming that meets their needs.

See subsequent pages.

Alerts

No alerts for this submission.

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 ongoing throughout the school year. We use this data to continually review and analyze the programs within our school. 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 2019-2020 school year:

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

At these meetings, the data results are discussed, analyzed, and observed for themes and trends. Depending on the themes and trends that emerge, programmatic changes and adjustments are made accordingly. The staff then summarizes the trends and themes found 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, 2017 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 (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: emphasizes 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”).

All schools who receive Title I funds must provide documentation as to how the programs and strategies they employ are evidence based. All staff teaching in a schoolwide program, must use instructional strategies and methods that are evidence based.

Documentation

See subsequent page.

Alerts

External research partners can be a great 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.

Resources

- [Evidence-Based Website](#)
- [What Works Clearing House](#)
- [USDE Evidence-Based Guidance](#)

Sample Documentation – Submission SW06 – Evidence-Based Research Documentation

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

Title I Teacher: XYZ Public School 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 educational curriculum is research-based will also demonstrate that Title I teachers are meeting the evidence-based requirement.

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

District Reading Series: Scott Foresman, 2014

District English Series: Harcourt, 2014

District Math Series: Saxon Math

District Assessments (e.g., STAR, NWEA)

Evidence-Based Research Activities, Strategies, and Interventions	Level of Evidence
<ul style="list-style-type: none">▪ Guided Repeated Oral Reading Procedures▪ Comprehension Direct Vocabulary Instruction▪ Phonemic Awareness Instruction▪ Dream Box	<ul style="list-style-type: none">▪ Strong▪ Strong▪ Strong▪ Moderate

Websites and resources cataloging evidence-based practices

- [Evidence for ESSA](#), developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#) (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 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., that support 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 in order 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

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 assign 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; minimize disruptive behavior through effective classroom management.

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 in both the classroom and school level. Schools using a narrative documentation must provide supporting documentation of how said methods provided 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 of the documentation provided in the schoolwide reform strategies submitted annually. Additional supporting documentation for each strategy may be requested.

Alerts

There are no alerts for this submission.

Resources

- Cognia Strategy Maps and Diagnostics: Title I Schoolwide Component 2 – Schoolwide Reform Strategies

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: The primary focus of this program is for students who are struggling in reading and/or mathematics; however, the program is open to all students at the 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 either through classroom services or 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 instruction of all students.
- Emphasize higher order thinking skills.
- Offer interesting 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 the 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 by a specialist. Dependent on the needs of the child, 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 for 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 school year.

Please note: Schools using a narrative documentation (such as the example provided 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 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 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.

Schools utilizing AdvancED 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.

Alerts

No alerts for this submission.

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 together 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 has a direct link between 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 towards classroom 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 on a daily basis.
Head Start	Our school coordinates with the local Head Start facility by having open records, development of 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.

Submission SW09 – Annual Meeting to Inform about Title I

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.

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 a requirement). 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 what the schoolwide program is 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 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 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 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.

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. Preferably, this meeting occurs at the beginning or 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 ideas from them on what this meeting should involve?

Parent and family engagement can make a huge difference in student achievement, so it should always be a major focus of school improvement efforts. An example agenda shown on the subsequent page demonstrates how some schools increased attendance by making the focus of the meeting more fun for students and parents/families (by showing off a school project) and making the above requirements only a small part of the meeting. In this example, time is scheduled to work on their schoolwide compacts, which is also a schoolwide parent and family engagement requirement.

Documentation

See subsequent page.

Alerts

There are no alerts for this submission.

Resources

There are no addition resources for this submission.

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 for student progress at school and at home
- Parent questions and ideas

Please feel free to help yourself to snacks and coffee during the meeting. We greatly appreciate your input and participation!

Please note: Schools using a narrative documentation (such as the example provided 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 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 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 on 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

Documentation

See subsequent page

Alerts

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

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective forms of 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 in the school.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Resources

There are no additional resources for this submission.

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 given by demonstrations, explanations, and in 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 a 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 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, a written school-family compact policy that contains information required by the ESEA. This compact is actually 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 the means by which 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.

Documentation

See subsequent page.

Alerts

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

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 the means by which 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 the means by which 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 that all students know and work toward achieving the state standards. This will be accomplished by providing a challenging curriculum that is taught with research-based practices.

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:

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 each of the four nine-weeks grading periods. Parents with Internet access will be able to access their child's progress through PowerSchool.

4. Provide parents 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:

Parents are welcomed by administrators and teachers to visit their children's classrooms during the school year. Parents have been invited to assist in classroom lessons and activities. Parents are welcomed 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 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 choose to 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 requirement of an Annual Assessment of Parent and Family Engagement. 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.

Alerts

No alerts for this submission.

Resources

- Cognia Surveys

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 are planning to distribute our 20XX-20XX schoolwide annual assessment of parent and family engagement during April 20XX. Since we are submitting this documentation prior to April 20XX, we have decided to include the schoolwide annual assessment of parent and family engagement results from our 20XX-20XX school year. We conducted a survey of all parents and families in the building during April 20XX. These results were then discussed at our annual review meeting held during 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 his/her progress.
33 = Yes 1 = No
3. I have been given information about how I can help my child with his/her classroom studying and homework.
32 = Yes 2 = No
4. Do you feel your child has benefitted from the teaming strategies implement during this 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/or suggestions:
Answers varied.

Submissions SW13 & SW14 – Annual Review Meeting to Evaluate Title I Program and Notification of Results (Spring)

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 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 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 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 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 and 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 pages.

Alerts

No alerts for this submission.

Resources

There are no additional resources for this submission.

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 schoolwide annual review for May X, 20XX. Since we are submitting this documentation prior to May X, 20XX, we have decided to include the schoolwide annual review results from our 20XX-20XX school year. This meeting was held on May X, 20XX. This meeting was lead by Principal XYZ. 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 thorough discussion on each of the above items, it has been determined the following changes will take place during the 20XX-20XX school year regarding the schoolwide plan and its initiatives.

- Reading – Flexible Groups– Using data from AIMS, 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 are discussed and team changes 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
- 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, as well as 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 ways in which we can better serve our students during the 20XX-20XX school year.

Enclosed are the Schoolwide Annual Review Agenda and Minutes from our meeting last spring. If you have any questions or concerns regarding this information, please feel free to contact the school.

Sincerely,

XYZ Public School Building Principal