



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Title I
Schoolwide
Planning Toolkit
For schools working in
AdvancED's ASSIST

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Overview of Schoolwide Programs

Purpose of Title I Schoolwide Programming through Whole School Reform

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

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

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

Eligibility

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

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

Flexibility

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

- Co-mingling federal funds
- Using schoolwide funds to meet the needs of the school
- Providing services to students
- Delivery of services
- Providing comprehensive professional development aligned to the school's needs

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

Co-mingling Federal Funds

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

Technical Assistance

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

Schoolwide Plan

In years past, schoolwide programs would develop and submit a paper application and plan. The state recognizes that the planning stage is labor intensive and time consuming in terms of compliance to the law. In order to promote consistency in plans and school improvement efforts, North Dakota has integrated the Title I schoolwide program planning into two options for web-based tools including the North Dakota Moving to Improve Learning for Everyone (NDMILE) and the Adaptive System of School Improvement Support Tool (ASSIST). However, schools must understand that simply participating in a tool does not guarantee schoolwide status at the end of the school year. The school **MUST** meet the rigorous federal schoolwide requirements to achieve schoolwide status.

Please note districts must create a schoolwide plan for each “organized” grade level configuration requesting to become a Title I schoolwide program, not a district-wide plan. If multiple schools within a district are planning to become schoolwide schools, the ASSIST must reflect each individual school’s needs in separate plans. Even in smaller schools the elementary and high school most likely would have separate schoolwide plans.

Updating and Revising of Your Schoolwide Plan

ASSIST is a web-based system designed for schools to inform, coach, sustain, track, and report improvement activities. It has indicators of evidence-based practices at the school and classroom levels to improve student learning. ASSIST guides schoolwide improvement teams through research-based indicators which then allows schools to submit an updated schoolwide plan annually (at a minimum) to reflect any changes in program goals, activities, and arising needs.

To be in compliance with Title I federal law, schools must document any changes to their schoolwide plan annually. The schoolwide annual review process will be documented using ASSIST. Schools using ASSIST will document the changes to their schoolwide plan by detailing them in the schoolwide Assurances of the Annual Evaluation and Revision to the Schoolwide Plan. Schools will upload this information into ASSIST. The documentation of the Schoolwide Annual Review must include an agenda and meeting minutes that indicate the results of the Annual Review.

Accountability/Monitoring

The school will be held accountable to put into practice the activities and initiatives outlined in ASSIST. Schools will be monitored against the implementation of your plan and the required components of schoolwide programs. The extent to which an approved schoolwide program continuously monitors and evaluates itself through ASSIST becomes part of the ongoing documentation process for future monitoring visits. Schools will be asked to demonstrate and document the ongoing evaluations that occur. The state will monitor to see how the school is using data to evaluate the effectiveness of its program and work towards continuous improvement and refinement to meet the needs of all students.

Schoolwide Planning and Implementation Process

The process outlined below must be followed in order for a school to gain approval to operate as a Title I schoolwide program. All of the following areas must be completed in entirety before a school may become eligible to operate as a schoolwide program. Until a schoolwide program plan is approved by the Office of Federal Title Programs, the school must continue to operate as a Title I targeted assistance program or non-Title I program.

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

The school or district must notify the state schoolwide coordinator, in writing, of the school's intent to pursue schoolwide status (***Appendix B – Statement of Intent and Documentation of Poverty Percentage***).

The Office of Federal Title Programs will verify the school's intent and eligibility.

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

2. Participate in Schoolwide Information Session with Office of Federal Title Programs

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

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

3. Submit Documentation of Commitment to Schoolwide Planning

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

4. Attend Introduction to Schoolwide Planning Training

The Office of Federal Title Programs hosts an *Introduction to Schoolwide Planning Training* in Bismarck. At this meeting, schools receive information about schoolwide programming, how to begin the planning process, using ASSIST, and guidance on schoolwide requirements. Each school must send a team of educators, which the building principal must be in attendance at this meeting.

5. Conduct and Document a Comprehensive Needs Assessment

The basis of schoolwide programming begins with a sound, comprehensive needs assessment. This needs assessment should be based on data from which the planning team develops its vision of the future. The comprehensive needs assessment must be supported by information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

To do this step in ASSIST, there are sections of ASSIST that help to form the Comprehensive Needs Assessment. The Goals & Plans, Executive Summary, Self-Assessment, Student Performance Diagnostic,

and Stakeholder Feedback Diagnostic are all pieces necessary for the Comprehensive Needs Assessment. Schools can start on these right away. If the school has another process in place that meets the components of a comprehensive needs assessment, the school can complete the Schoolwide Title I Assurances section in Assist by uploading attachments of the school's complete comprehensive needs assessment for this schoolwide requirement.

6. Self-Checkpoint of Schoolwide Plan – October 31st

For this checkpoint, the school must have a good start in the required sections of ASSIST. Use the Schoolwide Plan Scoring Rubric (**Appendix E**) to provide insight to the schoolwide components of the plan to be completed in the Schoolwide Title I Assurances section of ASSIST. Schools are strongly encouraged to be working in **ALL AREAS** of the schoolwide required documents to stay on track for approval. This self-checkpoint will help the school determine if the work being done is meeting the requirements along the way. This will also provide the state with a draft of the school's work to enable reviewers to see if the plan is on the correct path and what feedback may be needed. The Office of Federal Title Programs staff will review the plan and provide feedback as needed.

7. Mid-Year Review of Schoolwide Plan – January 31st

Continue to document the school's work during the schoolwide planning year through ASSIST. Refer to the Schoolwide Plan Scoring Rubric (**Appendix E**) to provide insight to the schoolwide components of the plan to be completed in ASSIST including the Schoolwide Title I Assurances, Attachments, Goals and Plans, and Diagnostics (if applicable). Remember, schools **must be making progress in ALL components** of the schoolwide requirements to stay on track to receive approval of their Title I program to go schoolwide. Timely reporting and documentation is expected. These checkpoints will help to ensure the school is on the correct path and is dedicated to schoolwide planning. Office of Federal Title Programs staff will review the plan and provide feedback regarding the schoolwide status at that given point. Once the school has completed its draft of its schoolwide plan through AdvancED, the school notifies the Office of Federal Title Programs office that the information is ready for review. The Office of Federal Title Programs staff then examines the information in great detail and provides very specific feedback on the plan in written format.

Schools must complete the draft of the schoolwide plan by saving their work in ASSIST on or before January 31st.

8. Participate in the Schoolwide Implementation WebEx or for Schoolwide Plan Draft Review – April/May

This recorded WebEx session is available to each school participating in the planning year. The Office of Federal Title Programs will provide further correspondence to schools participating in the Schoolwide Planning Year by hosting a WebEx recording. The WebEx session packet and memo with instructions will be electronically sent to the building principal.

The Schoolwide Implementation WebEx is a recording to be viewed by schoolwide planning year teams. The purpose of this WebEx is to give the planning team information regarding the schoolwide plan next steps which includes the consolidated application process for the upcoming school year, schoolwide monitoring, annual review, and comingling funds.

9. Final Submission of Schoolwide Plan – Due June 1st

Once the school is ready for external review, the schoolwide plan must be submitted in ASSIST by completing all required schoolwide plan sections and selecting the **Submit** icon on or before June 1st. The school must also complete the *Title I Schoolwide Plan Cover Page* (**Appendix D – Title I Schoolwide Plan Cover Page**) and electronically send the cover page with signatures to the Office of Federal Title Programs.

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

10. Schoolwide Plan Review

Once the school has submitted a schoolwide plan that is ready for final review, the Office of Federal Title Programs office will provide an official review of the schoolwide plan with feedback and comments to assist the school in the continuous process of school reform. The plan will be scored using the information from the Title I Schoolwide Requirements Documentation in a rubric format. Once the reviewers' comments are compiled, this information will be sent to the school. Schools will be required to address any areas in which the school receives scores as needing revision.

11. Official Schoolwide Approval

After any necessary revisions are made, the Office of Federal Title Programs will provide final schoolwide approval through a copy of the official approved schoolwide plan and *Schoolwide Plan Cover Page* signed by the director and schoolwide coordinator. The school will also receive a congratulatory letter from the State Superintendent and a certificate of schoolwide approval. Only when the school receives these signed documents is the school officially approved to operate as a schoolwide program.

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

12. Schoolwide Implementation and Program Monitoring

Once final approval is provided by the state, the school may begin implementation of the plan. The school will be held accountable to put into practice the activities and initiatives outlined in the schoolwide plan. Schools will be monitored against the implementation of the plan and the required components of schoolwide programs. At this point, the school is expected to continuously monitor the school plan and update the information annually.

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

13. Ongoing Evaluation and Annual Review

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

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

The process of evaluation should result in changes within ASSIST. The tool is designed for ongoing continuous improvement. Therefore, schools that are continuously reflecting upon and evaluating their schoolwide program would be expected to reflect their improvements and changes by continuing to update information in ASSIST as a meaningful part of their school improvement process.

To comply with federal Title I law, schools must document any changes to their schoolwide plan annually and communicate these with the Office of Federal Title Programs. To do this through ASSIST, schools must:

- Plan a meeting for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the Annual Review.
- Complete the Title I Schoolwide Assurances – Annual Review and Revision to Schoolwide Plan requirement in ASSIST by uploading these documents as attachments. The Office of Federal Title Programs will review this documentation annually after the June 1st submission.
- Update Goals and Plans in ASSIST annually.
- If the school chooses to use the diagnostics to complete the Schoolwide Title I Assurance – Comprehensive Needs Assessment, then the following must be updated annually:
 - Goals & Plans
 - Executive Summary
 - Student Performance Diagnostic
 - Stakeholder Feedback Diagnostic
 - Self-Assessment

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

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

14. Continuous Improvement

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

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. The school should revise its existing plan in ASSIST to incorporate the revisions.

Required Components of Schoolwide Programs

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

Co-mingling Funds in a Schoolwide Program

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

Co-mingling Federal Funds

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

A. Tracking

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

B. Satisfying "Intent and Purposes"

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

Federal Program Exclusions

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

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

For more information, contact the Office of Federal Title Programs or access the website for a complete toolkit for co-mingling funds.

Parental Involvement Requirements

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

- **The Parental Involvement Policy** – This policy developed **in collaboration with parents/guardians**, should be updated yearly, distributed to parents in some manner, and describe the ongoing activities that are held by the school to inform and involve parents in their child’s education. In large districts, the district and each of its Title I schools must have a unique parental involvement policy. In smaller districts, the district and its Title I schools may develop a joint policy; however, district level and school level requirements must be adequately addressed. This policy must meet US Department of Education (USDE) regulations.
- **The Parent-School Compact** – This is an agreement developed **in collaboration with parents/guardians**, is between the home and the school that outlines each party’s responsibility for supporting student learning. Each Title I school should have a compact outlining its unique needs. This compact must meet USDE regulations.
- **The Annual Parent Meeting** – Each year, the schoolwide schools are required to host a meeting for parents to explain the Title I program. (This is different from the Schoolwide Annual Review meeting, which is also required). This meeting should give parents the opportunity to actively participate and have input into the schoolwide program, as well as provide an overview of the schoolwide plan. Preferably, this meeting occurs at the beginning of the school year. You must be able to document this meeting with minutes, agendas, and sign-in sheets.
- **Assessing Parental Involvement Component** – At the end of each school year, you must review your parental involvement component. How you conduct the assessment of the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, “Did you have the opportunity to be involved in the schoolwide plan?” and “What are your suggestions or recommendations for improving the schoolwide program?”
- **Providing Opportunities for Training Parents** – The schoolwide program must provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. These opportunities should be aligned to schoolwide goals and should include information about specific methods parents can use at home to complement their child’s education toward reaching schoolwide goals. This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.
- **Provide Results of the Annual Review Meeting** – The Annual Review Meeting can be held with your schoolwide team or all staff to evaluate the schoolwide program. Once the meeting is complete, a summary must be provided to parents of all students. The information must be in an easy to understand format.
- **Parents’ Right to Know Clause** – At the beginning of each school year, all parents must be notified that the school will provide upon parent request, information regarding the professional qualifications of the student’s classroom teachers. This notification is the responsibility of the school administration.
- **Students Being Taught by Highly Qualified Staff** – If a child is taught for four consecutive weeks by a teacher who does not meet the federal definition of highly qualified, his/her parents must be notified of this fact. This includes all children, whether they are a Title I student or not. This notification is the responsibility of the school administration.

Q & A on Schoolwide Using ASSIST

If you have additional questions regarding Title I schoolwide programming, contact the Office of Federal Title Programs.

Q. What is the expected timeline?

A. Schools will be held to the reporting timelines. It is imperative that schools fulfill Title I schoolwide planning requirements by following the reporting timelines. Failure to do so could lead to non-compliance with federal regulations. The schoolwide planning and implementation process and Schoolwide Planning Year Checklist (Appendix A) of the Title I Schoolwide Planning Toolkit for Schools working in AdvancED's ASSIST provides guidance and an expected timeline.

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

A. Schoolwide planning and developing a schoolwide plan is a school building requirement. A Title I schoolwide plan through ASSIST is to be done at the building level and based on leadership and/or grade level organization for the building. If a district has more than one building then each building must develop a separate schoolwide plan in ASSIST.

Q. What are the required sections in ASSIST that must be completed to meet schoolwide plan requirements?

A. The following schoolwide reports are required to be submitted and updated annually in ASSIST.

- *Schoolwide Title I Assurances & Attachments* – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information.
- *Goals and Plans* – Each Title I schoolwide program must outline its Title I schoolwide goals and the overarching activities that will be implemented in order to achieve those goals. For each goal, multiple strategies and activities are encouraged to demonstrate all schoolwide plan initiatives. It is imperative the goals encompass the entire schoolwide program as this will drive how the school can utilize its federal funding.

Q. How can the school utilize ASSIST to meet the comprehensive needs assessment requirement of the schoolwide plan?

A. There are two options available in which a school can utilize ASSIST to meet this schoolwide required component.

1. The information provided in the diagnostics may assist the school in completing the *Title I Schoolwide Requirement – Comprehensive Needs Assessment* by completing all sections of each diagnostic and completing the Goals & Plans in ASSIST.
 - *Diagnostic – Executive Summary*
 - *Diagnostic – Student Performance Diagnostic*
 - *Diagnostic – Stakeholder Feedback Diagnostic*
 - *Diagnostic – Self Assessment*

If the school chooses this option, the *Schoolwide Title I Assurance – Comprehensive Needs Assessment* in ASSIST must be completed by responding “Yes” and providing comments that indicates all elements of a comprehensive needs assessment are encompassed in the diagnostics.

OR;

2. If the school has another process in place to document a comprehensive needs assessment, the school can complete the *Schoolwide Title I Assurance – Comprehensive Needs Assessment* in ASSIST by responding “Yes” and providing an attachment that encompasses all elements of a thorough needs assessment and process used by the school to collect, analyze, and summarize data results using multiple measures of data for multiple years (student achievement data, program data, perception data, and demographic data).

Q. How can the school document the Schoolwide Annual Review using ASSIST?

A. Schools must document any changes to their schoolwide plan annually and communicate these with the Office of Federal Title Programs. To do this through ASSIST, schools must:

- Plan a meeting for the Annual Review. This process must include the agenda of the Annual Review and meeting minutes that indicate the results of the Annual Review.
- Complete the *Title I Schoolwide Assurance – Annual Review and Revision to Schoolwide Plan* requirement in ASSIST by uploading these documents as attachments. The Office of Federal Title Programs will review this documentation annually (due June 1st).

The process of evaluation should result in changes within ASSIST. The tool is designed for ongoing continuous improvement. Schools are to continuously review and evaluate their schoolwide program to reflect their improvements and changes by updating information in ASSIST for school improvement.

Appendices

Appendix A – Title I Schoolwide Planning Year Checklist

Appendix B – Statement of Intent and Documentation of Poverty Percentage

Appendix C – Commitment for Schoolwide Planning

Appendix D – Title I Schoolwide Plan Cover Page

Appendix E – Title I Schoolwide Plan Scoring Rubric

Title I Schoolwide Planning Year Checklist

Due Date	Status	Task
August thru September	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Submit <i>Schoolwide Documentation Tool</i> to the Office of Federal Title Programs, as needed. Participate in Title I schoolwide training sessions from the Office of Federal Title Programs. Establish a team and schedule meetings. Host a data review. Document all staff meets highly-qualified status. Update Parental Involvement Policy and School-Parent Compact for Title I schoolwide program. Schedule professional development and study groups. Schedule parental involvement meetings, events, and opportunities for training parents. Submit Consolidated Application for Federal Title I Funds on STARS.
September thru October	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Host Annual Parent Meeting (ensure all required schoolwide components are included). Participate in <i>AdvancED</i> Fall Conference. Complete Comprehensive Needs Assessment using Diagnostics below or upload as Attachment(s). <ul style="list-style-type: none"> <input type="checkbox"/> Executive Summary <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Student Performance Diagnostic <input type="checkbox"/> Stakeholder Feedback Diagnostic <input type="checkbox"/> Goals and Plans Document team meeting agendas and minutes. Document professional development and study groups. Document parental involvement meetings, events, and opportunities for training parents.
October thru January	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Participate in trainings, as available, and review tools and resources, as necessary. Complete Goals and Plans in ASSIST. Complete Title I Schoolwide Assurances in ASSIST. Document the required components of schoolwide programs (Assurances/Attachments). Upload supporting documentation as Attachments in ASSIST to meet schoolwide requirements. Complete Diagnostics for Comprehensive Needs Assessment or upload as Attachment(s). Document team meeting agendas and minutes. Document professional development and study groups. Document parental involvement meetings, events, and opportunities for training parents.
February thru March	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Complete Schoolwide Plan to meet the required schoolwide components (Assurances/Attachments). Finalize Comprehensive Needs Assessment (Diagnostics or Attachments). Finalize Goals and Plans. Document team meeting agendas and minutes. Document parental involvement meetings, events, and opportunities for training parents. Request a review of schoolwide plan to the Office of Federal Title Programs, as necessary.
April thru May	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Complete Assessment of Parental Involvement (survey) and document the results. Conduct Schoolwide Annual Review (ensure all required schoolwide components are included). Complete and document the Schoolwide Annual Review (upload as Attachment). Share the results of Schoolwide Annual Review with parents and stakeholders. Finalize Title I Schoolwide Assurances (include all required documentation as Attachments). Finalize upload of supporting documentation as Attachments in ASSIST for schoolwide requirements.
June 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Submit Title I Schoolwide Plan – Title I Schoolwide Assurances and Attachments Submit Goals and Plans Submit Diagnostics for Comprehensive Needs Assessment or upload as Attachment(s) <ul style="list-style-type: none"> <input type="checkbox"/> Executive Summary <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Student Performance Diagnostic <input type="checkbox"/> Stakeholder Feedback Diagnostic

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**Title I Schoolwide
 Statement of Intent and Documentation of Poverty Percentage**

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

Send to:
 Office of Federal Title Programs
 Department of Public Instruction
 600 E Blvd Ave, Dept. 201
 Bismarck, ND 58505-0440
 Phone: (701) 328-2254
 Fax: (701) 328-0203

Appendix C



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

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

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

General School Information

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

Part 1 Signature of Approval

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

	Name	Title/Position	Signature	Date
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Part 2 Determining Schoolwide Participation

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

An 80% commitment level is required for schoolwide programming.

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

Title I Schoolwide Plan Cover Page

Part I – School Information

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

*Please note: One Schoolwide Cover Page per building.

Part II – Assurances

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

For Department Use Only

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

Title I Schoolwide Plan Scoring Rubric

District:	School:
Grade Levels of Schoolwide Plan:	School has completed Parts I and II of the Schoolwide Plan Cover Page: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Mid-Year Review	<input type="checkbox"/> Final Review

REQUIRED COMPONENTS OF A SCHOOLWIDE PROGRAM	Approved	Needs Revision	Not Applicable
1. Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
2. Schoolwide Reform Strategies	<input type="checkbox"/>	<input type="checkbox"/>	
3. Highly Qualified Professional Staff	<input type="checkbox"/>	<input type="checkbox"/>	
4. High-Quality Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	
5. Highly Qualified Staff to High Needs Schools	<input type="checkbox"/>	<input type="checkbox"/>	
6. Parental Involvement	<input type="checkbox"/>	<input type="checkbox"/>	
7. Preschool Transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Measure to Include Teachers in Decision-Making Regarding the Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	
9. Effective Timely Assistance	<input type="checkbox"/>	<input type="checkbox"/>	
10. Program Coordination	<input type="checkbox"/>	<input type="checkbox"/>	
ADDITIONAL SCHOOLWIDE REQUIREMENTS			
11. Annual Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	
12. Co-mingling Funds (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL SCORING SUMMARY			
Reviewer Initials	Date	<input type="checkbox"/>	<input type="checkbox"/>
REVIEWER OVERALL COMMENTS			

<p>REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM</p>	<p>1. Comprehensive Needs Assessment</p> <p>(A) The school has completed a comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).</p> <p>The summary should include information from all four measures of data – student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be disaggregated and cross-analyzed to identify the needs of educationally disadvantaged students.</p>
<p>ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT</p>	<p><input type="checkbox"/> The needs assessment clearly addresses multiple measures of data</p> <ul style="list-style-type: none"> ✓ the needs of all children, specifically educational needs of low achieving students ✓ demonstrates a detailed understanding of the needs of the school, students, and community it serves ✓ demographic data ✓ student achievement data ✓ program data ✓ perception data ✓ a detailed analysis of data ✓ data is disaggregated and cross analyzed to determine students' needs <p><input type="checkbox"/> The goals of the schoolwide plan are derived from the needs of the school as determined by the comprehensive needs assessment.</p> <p><input type="checkbox"/> The goals of the needs assessment are written in measureable terms such as the SMART format so the school will be able to determine if they have been met.</p>
<p>SECTION(S) OF ADVANCED TO SCORE</p>	<p>There are two options available in AdvancED to meet this schoolwide required component.</p> <p>Option 1: If the school chooses this option, the <i>Schoolwide Title I Assurance – Comprehensive Needs Assessment</i> in ASSIST must be completed by responding “Yes” and include all elements of a comprehensive needs assessment in the diagnostics.</p> <p>Review Title I Schoolwide Plan and Goals & Plans:</p> <ul style="list-style-type: none"> • Diagnostic – Executive Summary • Diagnostic – Student Performance • Diagnostic – Stakeholder Feedback • Diagnostic – Self Assessment <p>OR;</p> <p>Option 2: If the school has another process in place to document a comprehensive needs assessment, the school can complete the <i>Schoolwide Title I Assurance – Comprehensive Needs Assessment</i> in ASSIST by responding “Yes” and providing an attachment that encompasses all elements of a thorough needs assessment and process used by the school to collect, analyze, and summarize data results using multiple measures of data for multiple years (student achievement data, program data, perception data, and demographic data).</p> <p>Review Schoolwide Title I Assurances:</p> <ul style="list-style-type: none"> • Requirement 1 – Comprehensive Needs Assessment • Attachments – Comprehensive Needs Assessment <p>AND: Review Goals Summary: Each Title I schoolwide program must outline its Title I schoolwide goals and the overarching activities that will be implemented in order to achieve those goals. For each goal, multiple strategies and activities are encouraged to demonstrate all schoolwide plan initiatives. It is imperative the goals encompass the entire schoolwide program as this will drive how the school can utilize its federal funding.</p>

SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	<p>2. Schoolwide Reform Strategies</p> <p>(B) The plan includes schoolwide reform strategies that:</p> <p>(i) provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);</p> <p>(ii) use effective methods and instructional strategies that are based on scientifically-based research that</p> <ul style="list-style-type: none"> • (I) strengthen the core academic program in the school; • (II) increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and • (III) include strategies for meeting the educational needs of historically underserved populations; <p>(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at-risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the Schoolwide Program, and (II) address how the school will determine if such needs have been met.</p>
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<p><input type="checkbox"/> The plan includes:</p> <ul style="list-style-type: none"> ✓ strategies that increase the amount or quality of instruction using research-based methods and strategies ✓ strategies that increase the quantity of instruction using research-based methods and strategies ✓ research-based reform strategies are directly aligned with the findings of the needs assessment ✓ the plan provides a detailed, enriched and accelerated curriculum for all students (e.g., annual growth for all, catch up growth for those who need it) <p><input type="checkbox"/> The plan addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program.</p> <p><input type="checkbox"/> The plan addresses specific strategies that assist teachers to determine if student needs have been met.</p>
SECTION OF ADVANCED TO SCORE	<p>Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.</p>

SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	3. Highly Qualified Professional Staff (C) Instruction is provided by highly qualified teachers.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> The plan includes a way to ensure all teachers providing instruction are highly qualified according to state regulations. <input type="checkbox"/> The plan includes measures to ensure teacher quality and effectiveness are part of a continuous improvement process. <input type="checkbox"/> Assigning highly qualified staff to appropriate positions is clearly a priority at this school. The school provides evidence of going above and beyond requirements in hiring and assigning highly qualified staff to appropriate positions.	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	4. High-Quality Professional Development D) The plan incorporates high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> All staff members are trained to meet the individual needs of all learners, but particularly the lowest achieving students of any program that is included in the schoolwide program. <input type="checkbox"/> All staff members receive ongoing and sustained professional development that is aligned with the goals of the school improvement plan. Professional development includes in-class instructional coaching. <input type="checkbox"/> Professional development is clearly the cornerstone of the schoolwide plan—the methods by which staff will help all students attain the state’s high standards. <input type="checkbox"/> All activities are high-quality, ongoing, and focused on improving instruction. <input type="checkbox"/> All activities are clearly related to schoolwide goals.	

SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	5. Highly Qualified Staff to High Need Schools (E) The plan includes strategies to attract high-quality, highly qualified teachers to high-need schools.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> The school is allowed to provide meaningful incentives for highly qualified teachers to teach in high need schools. <input type="checkbox"/> The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers. <input type="checkbox"/> Teachers who are the most highly qualified and the most effective are assigned to low achieving students, preferably as per district wide policy. <input type="checkbox"/> The school describes its staff retention rate. <input type="checkbox"/> The school lists many initiatives to attract high quality teachers and keep them. The plan provides a clear understanding that the school recognized the importance of maintain highly qualified teaching staff and supports teachers in their efforts to improve. <input type="checkbox"/> The school indicates its staff retention rates are not a problem at the school	

SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	6. Parental Involvement (F) The plan includes strategies to increase parental involvement in accordance with section 1118, such as family literary services.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. <input type="checkbox"/> Strong collaboration with community resources is evident. <input type="checkbox"/> Parents are meaningfully included as decision makers in a broad spectrum of school decisions. <input type="checkbox"/> Parents are included as decision makers in a limited number of school decisions. <input type="checkbox"/> Parents were clearly involved in the design, implementation, and evaluation of the schoolwide plan. <input type="checkbox"/> The school is working to learn what types of activities parents will value and provide them at the school. Parents themselves are involved in designing and evaluating these activities. <input type="checkbox"/> The policy is updated annually and specific to current schoolwide activities and goals. It is not a generic policy that is distributed year after year. <input type="checkbox"/> The compact addresses all parents, students, and teachers and describes a true partnership for learning between the home and school. <input type="checkbox"/> The activities allow communication that is a two way between parents and the school. <input type="checkbox"/> Parent involvement activities assure that parents play a role in helping the school reach schoolwide goals as well as helping student's reach the challenging state standards. <input type="checkbox"/> The school has a clear method of communicating important schoolwide information with all parents including LEP parents. <input type="checkbox"/> The school provides parent workshops/trainings on topics of need to local parents. <input type="checkbox"/> The school has evaluated the educational level of the parents it serves. If parents have a low educational level, the school has a family literacy program which includes four components: 1) adult education services, 2) preschool services, 3) parent and child together time, and 4) parent education services.	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	7. Preschool Transition (G) If the school is an elementary school, the plan includes means to assist preschool children in the transition from early childhood programs, such as Head Start, or a state-run preschool program, to local elementary school programs. <input type="checkbox"/> Applicable, this school is an elementary school. <input type="checkbox"/> Not applicable, this school is not an elementary school.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> Collaboration is evident between the elementary school and preschool programs (i.e. Head Start or others). <input type="checkbox"/> Specific strategies for helping students' transition into the elementary setting have been identified and implemented. The school has collected data on student academic and other types of needs prior to enrollment. <input type="checkbox"/> The school has a strong plan for connecting with preschool age children, including providing training to their parents and/or preschool teachers on the skills these students will need when they enter kindergarten. <input type="checkbox"/> The school has activities hosted by the school (or in conjunction with local preschools) for preschool-aged children. <input type="checkbox"/> The teachers of any local preschool programs are involved in the schoolwide plan, as well as professional development trainings.	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENTS OF A SCHOOLWIDE PROGRAM	8. Measure to Include Teachers in Decision-Making Regarding the Use of Assessments (H) The plan includes means by which to include teachers in the decisions regarding the use of academic assessments (i.e., at minimum, the plan must mention ISAT and ISAT-Alt) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> A team of teachers, administrators and parents participate in the selection, use, and interpretation of a school-based comprehensive assessment plan. <input type="checkbox"/> Student performance is considered when modifying the school improvement plan. <input type="checkbox"/> Student performance drives modifications and improvements in the selection and use of school-based assessments. <input type="checkbox"/> Student performance is usually considered when modifying the plan. <input type="checkbox"/> Assessment of student learning is a key part of the schoolwide plan and the school has multiple types of data that it collects on the achievement of its students. <input type="checkbox"/> Performance assessments are a part of the schoolwide plan. <input type="checkbox"/> Teachers are learning how to use assessment to inform instruction. <input type="checkbox"/> Assessment is used to identify at risk students and to provide them with appropriate programming and/or instruction.	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	9. Effective Timely Assistance (l) The plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (i.e., state performance level descriptions) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> The school has a well-defined process, in place to identify, or screen for, students who are experiencing difficulty mastering the state's content standards. <input type="checkbox"/> Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's content standards. <input type="checkbox"/> Instructional decisions about student performance are based upon a thorough understanding of the state's academic achievement standards (i.e., the performance level descriptors that indicate the degree to which the content must be learned). <input type="checkbox"/> Integrated instructional units, designed to accommodate the needs of various learning styles is provided in order to maximize, integrate, and distribute opportunities to learn the state's content standards. <input type="checkbox"/> ALL teachers at the school use the information collected on various assessment instruments to modify instruction and provide each student with appropriate support. <input type="checkbox"/> The school collects student achievement and other implementation data throughout the school year and schedules regular meetings to review this data. Changes to the students' programs are made based on this data.	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

REQUIRED COMPONENT OF A SCHOOLWIDE PROGRAM	10. Program Coordination (J) The plan demonstrates the coordination and integration of federal, state, and local services and programs, specifically including other ESEA (NCLB) Title programs, IDEA programs, and, as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> The school has established its improvement plan based on need. It is knowledgeable about how to consolidate funding streams and uses all resources available to the school to meet its goals. The plan demonstrates complete program coherence. <input type="checkbox"/> The school has established its improvement plan based on need and demonstrates the beginning stages of resource and program coordination. Program coherence is a priority but not yet attained. <input type="checkbox"/> The description provided includes specific funding and programmatic activities that align the various programs at the school, such as LEP, migrant, homeless, and other Title I programs. <input type="checkbox"/> The description includes information about violence prevention programs, nutrition programs, housing, Head Start, adult education, vocational and technical education, as well as job training programs	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

ADDITIONAL SCHOOLWIDE REQUIREMENTS	11. Annual Evaluation Describe how the school will annually evaluate the implementation and results of the schoolwide program, determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students. Please be sure to include measures other than student achievement data, the school will use to determine the overall effectiveness of the schoolwide program.	
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<input type="checkbox"/> A plan is articulated for how the school will annually review its continuous improvement process which utilizes the key questions and considerations outlined in the ongoing evaluation and annual review. <input type="checkbox"/> It is clear how the school will review implementation and effectiveness on a regular and ongoing basis. <input type="checkbox"/> The school collects student achievement and other implementation data throughout the school year and schedules the annual review meeting to review this data. Changes to the schoolwide program are made based on this data. <input type="checkbox"/> The school uses several measures of student achievement to evaluate the success of its schoolwide program. <input type="checkbox"/> These measures are analyzed at the end of the school year and disaggregated by all school subgroups of population to measure who is achieving and who is not. <input type="checkbox"/> Student achievement data is also disaggregated and compared with other evaluation data to identify which schoolwide programs and/or strategies appear to make a difference in student learning and which do not. <input type="checkbox"/> The schoolwide program uses the results of student assessment data in addition to ongoing information about demographics, perceptions data, and program data to evaluate and make changes to the schoolwide plan.	
SECTION OF ADVANCED TO SCORE	Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.	
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments).
COMMENTS		

ADDITIONAL SCHOOLWIDE REQUIREMENTS	<p>12.Co-mingling Funds (Optional)</p> <p>Schoolwide programs have the option to co-mingle funds from all the federal programs whose intent and purposes will be a part of their schoolwide program. When co-mingling funds, schoolwide programs DO NOT have to track how each program’s dollars are spent; instead, the school should lump all the dollars together into one total to be used for all schoolwide program operations. However, within the schoolwide program, schools must identify how the intent and purposes of these programs are still met.</p> <p>List all federal program funding streams that will be consolidated into the schoolwide program.</p> <p>Describe how the intent and purposes of each of the above consolidated federal programs will be met.</p> <p><input type="checkbox"/> Applicable, this school is co-mingling its funds.</p> <p><input type="checkbox"/> Not applicable, this school is not co-mingling its funds.</p>		
ELEMENTS TO SCORE FOR REQUIRED SCHOOLWIDE COMPONENT	<p><input type="checkbox"/> A list of federal program funding streams to be consolidated is included.</p> <p><input type="checkbox"/> The school provided <u>specific</u> descriptions of how the “intent and purpose” of each Title program co-mingled will be met. The co-mingled funds clearly work together to support schoolwide program.</p> <p><input type="checkbox"/> The list explains which funding streams will be consolidated along with which programs will remain distinctly separate.</p>		
SECTION OF ADVANCED TO SCORE	<p>Review Schoolwide Title I Assurances & Attachments – Each of the required schoolwide components within this set of assurances must be thoroughly documented and include attachments with supporting information to address this schoolwide program component.</p>		
SCORE	<input type="checkbox"/> Approved	<input type="checkbox"/> Needs Revision (If marked provide comments)	<input type="checkbox"/> Not Applicable
COMMENTS			