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Title I Schoolwide Program Plan and Application

Instructions and Information

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Introduction

Purpose of Schoolwide Programming

Schoolwide programming is a process of school improvement. The purpose of a schoolwide plan is to improve the academic success of all students at the school. All teachers at the school develop, implement, and review the schoolwide plan. The particular needs of the students and staff of the school itself drive reform efforts.

Whole School Reform

Schoolwide programs require schools to engage in reform strategies that raise the academic achievement level of all students. Schools no longer identify particular students as eligible for Title I services. Instead, the entire school is the focus of improvement.

Flexibility

Two things allow schoolwide programs much greater flexibility in operation than are allowed in Title I targeted assistance programs. First, 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. Second, 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. In other words, no two schoolwide plans should look exactly alike; each plan should reflect the individuality of the staff, students, and community of the 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 local consortia of various institutions such as community service organizations, educational agencies, and private industry.

Writing your Schoolwide Plan

Use this instruction booklet and the *Title I Schoolwide Program Application and Plan* (SFN 53107) to write your schoolwide plan.

Please note that this is a schoolwide plan, not a district-wide plan. If multiple schools within a district are planning to become schoolwide schools, separate plans must be written to reflect individual school needs. It is possible to seek permission from the State Title I office to write a joint schoolwide plan if the schools are housed within the same building.

Updating and Revising of your Schoolwide Plan

Revisions to your school plan must be submitted to the Department of Public Instruction. Each year the school should review and update the plan to reflect any changes in program goals, activities, arising needs, etc. The *Title I Schoolwide Program End of Year Report – Revisions to the Schoolwide Plan* (SFN 52806) form summarizes this information and is due in June of each year. Schools may also opt to re-submit an updated version of the schoolwide plan in lieu of SFN 52806.

Accountability/Monitoring

The school will be held accountable to put into practice the activities and initiatives outlined in the schoolwide plan. In fact, you will be monitored against the implementation of your plan and the required schoolwide components. This is another reason that updating your plan with the state office is of paramount importance.

Overview of the Schoolwide Planning Process

Step 1. Determine Schoolwide Eligibility

Title I schools may choose to apply to operate as a schoolwide program if the following two conditions are met:

1. The Local Education Agency can document that the school's poverty level is 40% or higher. Once a school is given schoolwide program status, the school can remain schoolwide even if it drops below the initial 40% threshold for poverty.
2. The school has conducted, in cooperation with the state Title I office, a year of planning for schoolwide operation, including the submission of Schoolwide Checkpoints 1, 2, 3, and 4.

Step 2. Attend Schoolwide Planning Workshop #1

Each year, the state Title I office hosts a Schoolwide Planning Workshop #1 in Bismarck. At this workshop, schools receive information about schoolwide programming, how to go about the planning process, and guidance on schoolwide requirements. Teams of educators from schools considering schoolwide planning must be in attendance at this meeting.

Step 3. Submit Documentation of Poverty Percentage and Letter of Intent

At the Schoolwide Planning Workshop #1, school teams will receive a form called the *Documentation of Poverty Percentage and Letter of Intent*. If a school plans to begin planning to operate as a schoolwide program, the Documentation of Poverty Percentage and Letter of Intent must be submitted to the state Title I office.

Step 4. Receive a Visit from the state Title I office

After the state Title I office receives the school's *Documentation of Poverty Percentage and Letter of Intent*, someone will contact the school to schedule a whole school staff meeting to introduce all staff to the schoolwide planning process and what it means to operate a schoolwide program. All staff at the school, including all classroom teachers and administrators, must attend this meeting.

Step 5. Submit Documentation of 80% Commitment

After understanding the increased responsibility of operating a schoolwide program, the entire staff must officially vote to determine if they agree to commit to a schoolwide program. At least 80% of the staff must sign off on the commitment form, which must be submitted to the state Title I office. Over the next seven months, schools will be required to submit four Planning Checkpoints to the state Title I office. The checkpoints help the state office maintain communication with schools in the planning stages, provide guidance if issues arise, and assure that schools are indeed on track to operate as schoolwide programs by the following school year.

Step 6. Conduct a Comprehensive Needs Assessment and Submit Checkpoint #1

The schoolwide process begins with the comprehensive needs assessment. This needs assessment should be the database from which the planning team develops its vision of the future. The school needs to identify its strengths and weaknesses and specify priorities for improving student achievement and helping all students to achieve high standards. Every aspect of the school should be examined in the assessment. In particular, the school must pay attention to the students who are educationally disadvantaged and pinpoint areas for improvement that will benefit all students. The results of this needs assessment are documented on Checkpoint #1.

Step 7. Attend Schoolwide Planning Workshop #2

If schools are on track for schoolwide programming, they must now attend a second planning meeting in Bismarck. At this meeting, schools should bring the results of their needs assessment, as well as any other planning that has been completed at this time. At this meeting, schools will learn more about the ten required components of schoolwide planning, designing the schoolwide annual review, and begin work on their schoolwide plan.

Step 8. Submit Checkpoint #2

Step 9. Submit Checkpoint #3

Step 10. Submit Checkpoint #4

Step 11. First Draft of Schoolwide Plan

Step 12. Attend Schoolwide Planning Meeting #3

This meeting is customized to meet the needs of each school participating in the planning year. At this meeting, state Title I staff will provide feedback and guidance regarding the first submission of the schoolwide plan. This meeting will also provide information on co-mingling federal funds (for those schools that are interested in this flexibility).

Step 13. Submit Draft(s) of Schoolwide Plan

Before the end of the school year, schools must submit a second draft of their schoolwide plan to the state Title I office for review. Depending on the results of the previous meeting, schools may receive additional feedback on their plan and guidance for improvement. This process may take place several times before a school submits a final schoolwide plan and application that is ready for external review and possible approval.

Step 14. External Schoolwide Plan Review

Once the school has submitted a plan that is ready for external review, the state Title I office will contract with three to four external reviewers to provide feedback regarding the schoolwide plan. These external reviewers have extensive schoolwide knowledge and will provide feedback by scoring the plan with the *Title I Schoolwide Plan Scoring Rubric*. Once the reviewer comments are compiled, this information will be sent to the schoolwide school. Schools will be required to address any area in which the school received a combined score of incomplete.

Step 15. Final Resubmission of Schoolwide Plan

Once, the school has re-addressed each area that was scored “incomplete” on the *Title I Schoolwide Plan Scoring Rubric*, the plan can be submitted to the state Title I office for final review and approval.

Step 16. The Title I Office Approves Plan for Schoolwide Operation

Finally, the school will receive a copy of the official, approved schoolwide application, signed by the Title I Director and the Schoolwide Coordinator. The school will also receive a congratulatory letter from the State Superintendent and a certificate of schoolwide approval. Only when the school receives the signed schoolwide application is a school officially approved to operate a schoolwide program.

Co-mingling Funds in a Schoolwide Program

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

Co-mingling Federal Funds

Refer to page seventeen of the application to identify which federal programs are currently co-mingled in North Dakota schoolwide programs.

When using money 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 on 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., The 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.
- Title I Part B (Reading First)

Parental Involvement Requirements

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

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

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

Directions for Completing the Schoolwide Application and Plan

Part I. School Information

Enter your school name and other required information.

Make sure that the application has the signature of the Title I Authorized Representative and include that person's telephone number and email address.

Also enter the name of a contact person for the schoolwide program, including a current telephone number and email address. It is important that we have this contact information for the schoolwide program as these people will receive information throughout the school year on schoolwide issues, due dates, meetings, and other important correspondence.

Part II. Assurances

This section is your Assurances Agreement that the school applying has the required poverty of 40%. Please complete this information and enter signatures of all required parties.

In this section you must also assure that the schoolwide plan has been approved by the school board by entering the date of board approval.

Part III. General Information

Part A. Overview of the Plan

Provide a three to five paragraph narrative of your schoolwide plan. In paragraph one, provide introductory information including the planning process, important demographic information, and a brief summary of the data that you used to write the schoolwide plan. For each schoolwide goal, write a paragraph that identifies each goal of the schoolwide plan and provides specific information regarding the methods and activities you will implement to achieve that schoolwide goal. In the last paragraph, summarize the main purpose of your schoolwide plan, what you plan to achieve, and your methods for collecting data to evaluate your schoolwide plan.

Part B. Schoolwide Program Planning Team

A schoolwide program is developed with the involvement of the community to be served and the individuals who will carry out the plan. Involvement of all staff, not just those paid with Title I funds, is required in a schoolwide program. All members of the planning team assume responsibility for planning and reviewing the schoolwide program.

Section B should include the following:

- A list of the team members along with their position in the school/community.
- A description of how the team plans to communicate with the school and community.
- An explanation of how the team will coordinate with those members of the school and community who are not members of the team.

An existing building team could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed.

The planning team should closely coordinate with the rest of the school and community. Regular communication between the planning team, the building staff, parent groups, and district administration will contribute to the development and implementation of a schoolwide program plan supported by all stakeholders.

Part IV. Ten Required Components

1. Comprehensive Needs Assessment.

A comprehensive needs assessment should be the centerpiece of the planning process. This is the database from which the planning team develops its vision of the future. This process can lead to the development of a school profile covering a description of your school in five areas:

- Student characteristics.
- Curriculum and instruction.
- Family and community involvement.
- School organization.
- Student achievement.

A needs assessment will help the school identify the school's strengths and weaknesses, as well as identify student needs that are not being met. A need is defined as a gap between what is and what should be.

Part A provides a brief description of the school attendance area, including the type of neighborhood and economic factors, such as type and availability of work, housing, and availability of resources such as libraries, clinics, and social service agencies. It may also include charts or graphs displaying the results of the data analysis.

In Part B, the summary of your needs assessment should show that you included data on all students attending the school (regular education, special education, talented and gifted, migrant, bilingual, etc., as well as Title I), that you disaggregated this data, and that in determining your weaknesses you focused specifically on information regarding the educationally disadvantaged students at your school.

Part C should also clearly identify the strengths and weaknesses of the current program.

The rest of the application, the goals, objectives, and activities should be based on the results of the needs assessment, build on program strengths, and address program weaknesses. For example, if the needs assessment reveals a high mobility rate, one of the elements in the schoolwide plan might involve activities to ease students' transition into the school.

To complete Part D, list the specific priority areas that the schoolwide program will address. Priority areas at the school should be the same for every program the school operates.

Part E lists the goals of the schoolwide program. The goals should focus on student academic achievement, although goals related to affective areas are also acceptable. The most important piece of goal identification is that

they be directly related to the specific priority need areas identified in Part D. By achieving the goals, the schools should be able to meet the priority areas.

In Part F, the goals must address the needs of the whole school population, particularly the needs of children who are educationally disadvantaged.

2. Schoolwide Reform Strategies

Question two, parts A-G, “schoolwide reform strategies,” is the core of the schoolwide application. This section contains the description of the program changes and initiatives the school is undertaking to accomplish the schoolwide goals identified in the needs assessment.

Keep in mind that all major instructional and organizational changes at the school must be identified in this section of the plan. In addition, specify the professional development and parental involvement activities for each of the schoolwide program goals. Always remember to explain how the activities implemented will help educationally disadvantaged students meet state academic standards, as well as help the population of the school as a whole. This is the time to think BIG. Schoolwide programs involve major systemic change.

The plan should be based on the best available information in regard to research-proven methods of raising educational achievement. This means incorporating information obtained from the school’s year of planning and the review of research literature conducted at that time.

It is important to remember that all activities implemented in the schoolwide program must be connected to the results of the needs assessment and the identified goals. For example, if the goals are to improve academic achievement in reading, then school organization, instruction, staff development, and parental involvement activities should all focus on reading.

For Part A, detail all of the school’s reform strategies for providing opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement. This will basically be an overview of the main components of the schoolwide plan.

Part B requires the use of scientifically based research to design your schoolwide plan. Scientifically Based Research (SBR) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that does the following:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

The schoolwide reform strategies implemented must be based on SBR and strengthen the core academic program of the school. The core academic subjects, as identified in *No Child Left Behind Act* are as follows:

- English
- Reading or language arts
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Arts
- History
- Geography

Identify in Part B how the schoolwide program uses SBR to strengthen the core academic program of the school. This should include summaries and citations from all research used. The main components of this research should clearly be explained and applied to your core academic program.

In Part C, explain how the school uses SBR to increase the amount and quality of learning time available for students by providing a research-based after-school or before-school program or extending teaching time in a particular instructional area, or perhaps by providing a summer school program. The school should demonstrate how it has used the wealth of SBR on extended learning time to improve the opportunities of students at the school. Documentation supporting these strategies should be provided.

In Part D, the school must also be able to identify how it has used SBR to design an enriched and accelerated curriculum for its students so that all students, regardless of their achievement level, are provided the opportunity to learn. This should include information about effective teaching practices that provide opportunities for ALL students to learn and requires the use of higher-order thinking skills in students. Again, the research used to design the school's enriched and accelerated curriculum should be identified here.

In Part E, the school must explain how it will use SBR methods and strategies to meet the needs of historically underserved populations at the school. Research should be cited on effective ways to meet the needs of historically underserved populations and explain how your school is applying and implementing this research.

In Part F, the school needs to describe the activities that the school has in place to address the needs of the low-achieving students. These activities may include, but are not limited to: counseling, pupil services, mentoring services, college awareness and preparation, career awareness and preparation, personal finance education, applied learning, team teaching strategies, integration of vocational education programs, and/or integration of technical education programs.

Part G requires that the school explain how the schoolwide plan is consistent with any other improvement plans at the school. A school should not have a state improvement plan that has identified different goals than the schoolwide plan. In addition, the professional development plan of the school should reflect the same needs and goals, and the activities mentioned in the professional development plan should be the same as those identified as part of the schoolwide program. If a school has not made AYP and has been identified as a Program Improvement school, again the needs, goals, and activities of these improvement plans should align.

3. Instruction by Highly Qualified Teachers

Parts A and B require you to identify all paraprofessionals with instructional duties employed at your school. Please remember that this means all instructional paraprofessionals at the school, not just those who are paid with Title I funds. All paraprofessionals must meet one of three criteria:

- (1) Two years of higher education, OR
- (2) An associate's or higher degree, OR
- (3) Demonstrate, through an assessment, knowledge of instructing reading, writing, and mathematics.

In a schoolwide school, all instructional paraprofessionals must meet one of the three criteria, regardless of the source of funding of the positions. For example, even if an aide/paraprofessional is paid with special education funds, if their responsibility is to provide instructional services, they still have to meet one of the three criteria.

The criteria must be met only by paraprofessionals who have instructional duties. The criteria do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervisions, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

Therefore, the key issue for determining whether or not a paraprofessional needs to meet the criteria is whether or not he/she is providing instructional duties. If an aide is providing instructional services to a student, regardless of whom or what program pays their salary, they must meet one of the three criteria. If, however, they are providing non-instructional services—librarian assistance, coordinating parental involvement programs, supervising, etc., then they do NOT need to meet the above criteria.

The law also defines seven allowable duties for aides/ paraprofessionals:

- (1) Provide one-on-one tutoring for eligible students, only at a time when a student would not receive instruction from a teacher;
- (2) Assist in classroom management (schoolwide schools only) or in a targeted assistance program assisting with classroom management in the Title I room;
- (3) Provide computer lab assistance (for identified Title I students in a targeted assistance program);
- (4) Conduct parental involvement activities (for identified Title I students in a targeted assistance program);
- (5) Serve as a translator (for identified Title I students in a targeted assistance program);
- (6) Provide support in a library or media center (in a targeted assistance program, any services provided by a Title I-paid aide would have to be supplemental and target identified Title I students); and
- (7) Providing instructional support services under the direct supervision of a teacher (in a targeted assistance program Title I-paid aides must be under the direct supervision of a Title I teacher).

For Part B, the school should identify the duties of each instructional paraprofessional and explain how they meet one or more of the seven duties outlined above.

In Part C, identify how all teachers at the school meet the definition of “highly qualified” as described in Title I law.

Title I regulations require each state receiving Title I funds to ensure that **all** educators teaching in “core academic subjects” are “highly qualified.” Many schools choose to attach their *Parents’ Right to Know Clause* chart to document teacher quality status.

In Part D, schools are to identify how the school has hired individuals that are the best “fit” for the program. Also, the assignment of teacher duties and responsibilities reflects their unique qualities and is in the best interest to enhance the schoolwide reform program.

In Part E, schools are to identify all former Title I staff (those with Title I paid positions prior to becoming schoolwide) and explain their new roles in the Title I schoolwide program. The roles of these individuals should be different than Title I teachers operating in a Title I targeted assistance program.

Targeting students for additional services is typically a strategy used by Title I targeted assistance programs. In Part F, schools must spell out how the targeted services will change once the school is schoolwide.

4. Professional Development

For Parts A and B, note that teachers, principals, and paraprofessionals must be involved in the professional development activities. Professional development activities should be ongoing, involving time for staff to learn about, study, practice, and reflect on teaching at the classroom level. It should be focused on improving instruction for ALL teachers and ALL students in the classroom. The focus should be on providing teachers time to learn about, practice, and implement research based instructional strategies.

Research has found that professional development that truly makes a difference in instruction is ongoing and sustained. It is rarely, if ever, attained by hosting an occasional workshop or sending staff out to various conferences. Therefore, it is important that you describe ongoing professional development that is happening at your school to support the schoolwide program. Examples include study groups, mentoring, practice and evaluation, action research, curriculum writing, etc. This section should include a tentative training/meeting schedule for the upcoming school year.

For Part C, explain how professional development will support all schoolwide goals and activities. There should not be any professional development happening at the school that does not somehow support the achievement of schoolwide goals. Schoolwide programs are **required** to devote sufficient resources to professional development. It should be the cornerstone of your schoolwide plan, explaining how teachers will improve teaching and therefore, student learning will improve.

5. Highly Qualified Teachers to High Need Schools

Identify the teacher-turnover rate at your school. Also identify the experience level of key teaching and learning personnel. If there is a high turnover rate, explain the initiatives you are implementing to try and lower this rate. This could include mentorship programs, incentives, salary/pay scale increases, responsibilities, etc.

6. Parental Involvement

Schoolwide programs are required, at a minimum, to have the same basic parental involvement components as a targeted assistance program. Since parental involvement has a huge impact on student achievement, schoolwide programs must work hard to design effective parental involvement programs, going beyond the basic Title I requirements, involving parents in their child's learning.

For Part A, explain how parents will truly be involved in the design, implementation, and evaluation of the schoolwide plan. Explain how communication will be two-way between parents and the school. Successful parent involvement requires providing activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities. Parental involvement should also specifically align to the goals and activities identified in the schoolwide plan.

For Part B, attach the schoolwide parental involvement policy. Remember that this is a schoolwide policy, not a targeted assistance Title I policy. Since all students are Title I in a schoolwide program, the policy should

reflect improvement efforts that focus on raising the achievement of all students at the school. The schoolwide program parental involvement policy should reference specific schoolwide events as well as the schoolwide program goals. Schools should use the Parental Involvement Policy template available at www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm to develop these policies.

In Part C, describe what the school will be doing, on a yearly basis, to evaluate the parental involvement component of the schoolwide plan. Remember, this is not an evaluation of simply, for example, the reading program, but instead an evaluation of your entire schoolwide plan in terms of parental involvement. If you are using a survey or questionnaire to address this requirement, attach it here.

Part D requires that the schoolwide compact should be submitted. Remember that this document should reflect your specific schoolwide goals. Schools should use the Parental Involvement Compact template available at www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm to develop these policies.

One of the advantages of the schoolwide program is the opportunity to use Title I resources to support activities for all parents. As with professional development, parental involvement activities should be directly aligned to schoolwide goals and should further enhance the schoolwide plan for improvement. Address how you are doing this in Part E.

Part F addresses the miscommunication that often results when educators speak in technical terms that parents often don't understand. How do you plan to make sure that this does not occur? How will you make sure that parents understand what you're doing at the school?

Part G requires schools to address their program to provide family literacy services. Since schoolwide programs hope to improve services to educationally disadvantaged students, schoolwide programs should also go to great lengths to increase parent involvement through family literacy services. This is especially important in areas where high numbers of parents have low literacy skills.

7. Preschool Transitioning

Much research has documented the importance of early literacy in improving a child's ability to read. Detail your plan for assisting students from preschool programs, including Head Start, Even Start, locally funded and/or private preschools, into kindergarten programs at your school. This should include information about how teachers of the preschool programs are involved in the schoolwide instructional program as well as any meetings and activities that take place before the kindergarten year for preschool aged students. Also explain any other activities that take place in your program to assist preschool programs in alignment to SBR. In addressing this component, you will need to have more than "a visit to the kindergarten classroom" listed to meet the requirement.

8. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments.

Much research in education today focuses on the use of performance assessments and multiple assessments as indicators of student growth. In addition, in this age of accountability, teachers need to know how to use assessments to inform their instruction, as well as provide more detailed information on how students are achieving in relation to the state academic standards. Identify how all teachers at the school will be involved in the schoolwide assessment plan to identify student and programmatic growth and weaknesses, how they will incorporate this information into instruction, and how they will assure their students are advancing toward the state academic standards.

9. Effective, Timely Assistance

Schoolwide programs are about helping ALL students at the school meet high academic standards. Instead of assigning this responsibility to one teacher who provides remedial services to identified students, the responsibility to make sure that ALL students learn, including those who are struggling, is now assigned to the entire school staff. Describe how your school will ensure that all students at the school will be given the opportunity to reach high academic standards in the regular classroom. In addition, describe how the school will identify students, in a timely manner, who are having difficulties and the information that will be used to provide effective assistance to these students. This could include before- and after-school programming, individualized instruction in the classroom, and other SBR methods of providing assistance to students who are struggling.

10. Coordination of Programs

Schoolwide programs are about the entire school. Therefore, to truly achieve change, every facet of the school must be working together to meet high academic standards. This means that all programs, both federal and local, should be working toward achieving these standards and schoolwide goals. Explain how other programs at the school complement and assist the schoolwide plan, including how funding and other programmatic decisions are aligned toward the same high standards of achievement. Include programs that are related to Title I, violence prevention programs, nutrition programs, housing, Head Start, adult education, vocational and technical education, as well as job training programs.

Coordination of programs and services is a major indicator of a successful schoolwide program. In this section, explain how your schoolwide program will coordinate with other agencies and with other programs working toward school improvement.

Part V. Accountability and Continuous Improvement

For Part A, describe how the school will provide assessment results in a language that parents can understand. For example, if a student's parents do not read or speak English, how will you make sure that they receive their students' assessment information? If you do not have any non-English speaking families, you still must address how state assessment results are shared with parents, including helping parents really understand what the test scores mean and how the school and parents can use this information.

Part B requires that decisions about school improvement be based on several types of data. In *Data Analysis for Comprehensive School Improvement* by Victoria Bernhardt, Bernhardt describes four types of data that should be used in school improvement planning: 1) Student Learning Data, 2) Demographic Data, 3) School Processes Data, and 4) Perceptions Data. Effective schoolwide programs should use these four types of data to create and evaluate their schoolwide program plan. In addition, these four types of data should be analyzed in terms of their relationship with one another, and gathered over a period of time to truly be used effectively. Explain how your evaluation process will utilize the different types of data to measure the plan's success.

In Part C, the planning team should meet on a regular, ongoing basis to monitor schoolwide implementation. Meetings should be held often enough to adjust the program in a timely way if the school is not making satisfactory progress. Progress should be measured continually, throughout the school year, and be used to inform instruction and make decisions about the schoolwide program.

Part D requires the school to explain how the school will assess student achievement, to determine the effectiveness of the plan, at the end of the school year. These assessments should be more than simply a review of State Assessment test scores. All assessment information should also be disaggregated by any major subgroups at the school, including major ethnic/racial groups, by gender, by economic status, LEP students, and students with disabilities. How will the school use the above information to determine whether or not the plan is working?

Also in Part D, schools should identify their Annual Review process. Schoolwide programs are required to have an Annual Review process in place that describes how, at the end of the year, the schoolwide planning team will review the results of all assessments and other improvement measures in order to determine the success and problem areas of the schoolwide plan. The Annual Review provides for an internal feedback loop – a mechanism to monitor and adjust the schoolwide program as needed to better meet the needs of the school community.

The Annual Review should include:

- (1) student assessment information.
- (2) measures that identify progress in other focus areas of the schoolwide plan.
- (3) a review of how the schoolwide plan has improved instructional practice. At the end of the Annual Review, the school must then make changes to the schoolwide plan based on the results, thereby ensuring that the schoolwide plan is one of continuous improvement.

Results are submitted each year to the State Title I office on the *Revision to the Schoolwide Plan* form.

Finally, Part E requires that you utilize data to specifically improve instructional practice in the classroom.

Part VI. Technical Assistance

Schools that want to implement a schoolwide program need to document that the school has received high quality technical assistance.

In this section, list technical assistance providers who have helped the school develop its plan. Examples include State Title I staff, North Dakota School Support Team members, Comprehensive Center staff, institutions of higher education, staff from other successful schoolwide program schools, and district staff.

Part VII. Fiscal Support

In Part A, list the budget for the upcoming school year, based on the latest projected allocation you have available. The budget should accurately reflect the school improvement efforts described throughout the schoolwide plan and should clearly support program goals. The budget should be line itemized into the major expenditure categories (e.g., 110 = salaries, 200 = benefits, etc.).

In Part B, schools must describe each staff position (professional and non-professional) that will be paid with schoolwide funds.

Part C requires an explanation as to how all activities in the schoolwide plan will be funded. Include other sources of funding used to support the schoolwide plan. In addition, the school must provide specific information that assures that the school will devote sufficient resources (money as well as time) to support the professional development of all staff involved in implementing the schoolwide plan. This explanation should address how the school will devote sufficient resources to assure that all staff at the school is working to make sure that all students will reach the state's academic and achievement standards.

Part VIII. Co-mingle Funds

One of the advantages of operating a schoolwide program is the opportunity to blend funds and combine programs. Schoolwide programs may use co-mingled funds from most other federal education programs to upgrade the entire educational program, as long as the intent and purpose of each program are met. In North Dakota, these programs include:

- Title I Part A (Basic Programs)
- Title II Part A (Preparing, Training, and Recruiting High Quality Teachers and Principals)
- Title II Part D (Enhancing Education Through Technology)
- Title IV Part A (Safe and Drug-Free Schools and Communities)

If a schoolwide program does not co-mingle all of the federal education funds indicated above, then those funds not co-mingled would have to be accounted for separately.

Additional Programs That Can Be Co-Mingled

The federal law also allows for the co-mingling of other federal funding sources; however, at this time this is not being practiced in North Dakota schools. These programs include:

- Title I Part C (Migrant Education)
- Title I Part D (Neglected and Delinquent Children)
- Title III (English Language Instruction)

- Title IV Part B (21st Century Community Learning Centers)
- IDEA Part B (Special Education)
- Title VII (Indian, Native Hawaiian, and Alaska Native Education)
- Title X (McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth)
- State funds
- Local funds

If a schoolwide program is interested in co-mingling any of the above mentioned programs, please contact the state Title I office.

If you wish to co-mingle federal funds, check the appropriate boxes on Section A of the schoolwide application. The *Intent and Purpose for Schoolwide Programs Co-mingling Funds*, must be completed and submitted as part of your application. A schoolwide program that intends to co-mingle funds must complete VIII. Co-mingle Funds Parts A and B. For each program that you combine, you must document how you are meeting the “intent and purpose” of that federal program within your schoolwide plan. For more information on co-mingling funds, please see page 5 of this instruction booklet.