



# TITLE I SCHOOLWIDE PROGRAM APPLICATION AND PLAN

DEPARTMENT OF PUBLIC INSTRUCTION

TITLE I

SFN 53107 (11-09)

Submit to:  
Department of Public Instruction  
Title I Schoolwide Coordinator  
600 E. Boulevard Ave., Dept. 201  
Bismarck, ND 58505-0440

## 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 Application/Plan per building.

## Part II – Assurances

### Assurance Agreement for Schoolwide Planning

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. Our schoolwide plan meets all criteria as referenced on the "Schoolwide Planning Checklist" (Section E). 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.

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 Title I Schoolwide Coordinator	Date
Signature of Title I Director	Date

**Part III – General Information**  
**Section A. – Overview of the Plan**

A) Please provide a three to five paragraph narrative overview of your schoolwide plan. Explain the specific goals you have identified for schoolwide improvement, and the main activities you will implement as a schoolwide program to achieve these schoolwide goals.

**Part III – General Information (continued)**

**Section B. – Schoolwide Program Planning Team**

1. List the names of people and programs represented in the development of this plan. (There should be at least one participant from each of the following groups). Include their position in the school or community.

Parents Name(s)
Teachers Name(s)
Teachers Name(s)
Community member
Other Staff Name(s)
Pupil Services Personnel Name(s)
Principal's Name
Students Name(s) – if secondary school program
Program Administrator*
Program Administrator*
Technical Assistance Provider Name/Title
Additional Member Name/Title
Additional Member Name/Title

\*Administrators of programs that are to be consolidated in the schoolwide plan.

B) Describe the team's plan for communicating with the school and community.
C) Explain how members of the school and community who are <u>not</u> on the schoolwide planning team will be involved in the implementation, further development, and continuous evaluation of the schoolwide plan.

## Part IV. – Ten Required Components

Schoolwide programs promote local control and decision-making. They embrace the opportunity to focus federal dollars based on the needs of individual schools to achieve overall improvements of teaching and learning. However, all schoolwide programs are required to include certain components which research suggests are essential to any high-quality school improvement plan.

*Under Section 1114(b)(1) of Title I in "No Child Left Behind," a schoolwide program must include the following ten components. The schoolwide program plan MUST describe HOW the school will implement the following ten components.*

### 1. Comprehensive Needs Assessment

A. Provide a brief description of your school, your attendance area, and your community.

B. **Summarize (using data) the actual results of your needs assessment.** Also describe how a comprehensive needs assessment was conducted and how it addresses the needs of all the students in the school (including regular education, special education, talented and gifted, migrant, and bilingual, etc., as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

C. Summarize the strengths and weaknesses of the current program for improving the education of low-achieving students.

D. As a result of the comprehensive needs assessment, what are the specific priority need areas for the schoolwide program? (Please list in priority order 1, 2, 3, etc.)

## Part IV. – Ten Required Components (continued)

### 1. Comprehensive Needs Assessment (continued)

E. List the goals of the schoolwide program. These goals should be directly related to the priority need areas identified as the means to educate all student in the school to the state's academic content standards and the state's academic achievement standards, as illustrated in the comprehensive needs assessment.

F. Explain how reaching the above goals will meet the needs of all the students at your school.

### 2. Schoolwide Reform Strategies

A. Explain the school's implementation of schoolwide reform strategies that will provide opportunities for all children to meet the **State's proficient and advanced levels of student academic achievement**.

B. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically-based research that strengthens the **core academic program** of the school.

## Part IV. – Ten Required Components (continued)

### 2. Schoolwide Reform Strategies (continued)

C. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically-based research that **increases the amount and quality of learning time**, such as providing an extended school year and before- and after-school and summer programs and opportunities.

D. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically-based research to help provide an **enriched and accelerated curriculum**.

E. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically-based research that include strategies for meeting the educational needs of **historically underserved populations**.

F. Include strategies that 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. Also explain how the school will determine if the needs of these students were met.

## Part IV. – Ten Required Components (continued)

### 2. Schoolwide Reform Strategies (continued)

- G. Explain how the schoolwide reform strategies are consistent with, and designed to implement, the State and local improvement plans.

### 3. Instruction by Highly Qualified Teachers

- A. Identify all paraprofessionals (regardless of funding source) employed at your school who provide instructional services students. For each paraprofessional provide documentation to demonstrate that he/she meets one of the three criteria required under Title I law:
1. Must have completed two years at an institution of Higher Education, or
  2. Must have an associate's degree or higher, or
  3. Must meet a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- B. Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). For each paraprofessional/aide (1) explain how their duties increase the opportunities for all students to meet the state's academic achievement standards and (2) identify how the duties are allowable under Title I law. Allowable duties for Aides.
1. One-on-one tutoring for eligible students, only when student would not receive instruction from a teacher.
  2. Assist classroom management (in a schoolwide setting only).
  3. Provide computer lab assistance.
  4. Conduct parental involvement activities.
  5. Serve as a translator.
  6. Providing support in a library or media center.
  7. Providing instructional support services under the direct supervision of teacher.
- C. Identify all teachers employed at the school, their teaching position at the school, the courses that they teach, and provide documentation that they meet the definition of "highly qualified" as outlined in Title I law.

## Part IV. – Ten Required Components (continued)

### 3. Instruction by Highly Qualified Teachers (continued)

D. Describe how you will ensure a highly qualified professional staff is employed at your school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan.

E. Describe how former Title I staff will be used now that the school has planned to become schoolwide. (Include roles, responsibilities, position descriptions, etc.)

F. In a Title I targeted assistance program, Title I teachers assess students and target particular students for additional instruction. How will this change once the school becomes schoolwide?

### 4. Professional Development

A. The school must describe how it will implement 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.

## Part IV. – Ten Required Components (continued)

### 4. Professional Development (continued)

B. Describe how all staff members will be involved in the implementation of the schoolwide plan. This should include how professional development will lead to better instructional practices by all school staff.

C. Describe how the school will utilize professional development to support schoolwide program goals.

### 5. Highly Qualified Teachers to High Need Schools

A. The schoolwide program must explain the implementation of its plan to attract high-quality, highly qualified teachers to its school. The implementation of this component may discuss retention rates as well.

### 6. Parental Involvement

A. Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide plan and how communication will be two-way between parents and the school. Describe parent meetings, including specific information on the yearly informational meeting held to inform parents about the schoolwide program.

## Part IV. – Ten Required Components (continued)

### 6. Parental Involvement (continued)

B. Attach the required building parent involvement policy.

C. Describe the yearly parental evaluation (i.e., annual parent survey) of the schoolwide program, including how this information is used to improve the schoolwide plan. Note that if the evaluation results show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the LEA.

D. Attach the required building parent involvement compact.

E. Describe how the parents will be an integral part of the activities you've designed to reach your schoolwide goals. Include a listing of parental involvement activities that will be offered annually.

## Part IV. – Ten Required Components (continued)

### 6. Parental Involvement (continued)

F. Explain how the school will provide parents with assistance in understanding topics pertinent to the schools schoolwide program.

G. Explain services that will be provided to parents as part of the schoolwide program, including, if necessary, family literacy services.

### 7. Preschool Transitioning

A. A schoolwide program plan must describe how it will assist preschool children in the transition from early childhood programs, such as Head Start, Early Reading First, or a State-run preschool program, to the local elementary school.

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

A. The plan should describe the measures that will be implemented to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

## Part IV. – Ten Required Components (continued)

### 9. Effective, Timely Assistance

- A. Describe the activities that will be in place that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students' difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of schoolwide programming.

### 10. Coordination of programs

- A. Describe the coordination and integration of Federal, State, and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Part V. – Accountability and Continuous Improvement

- A. Describe how the school provides individual student academic assessment results in a language parents can understand, including and interpretation of these results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

- B. Describe what other measures you will use besides student achievement data to identify successes and problems in your schoolwide plan.

**Part IV. – Ten Required Components (continued)**

**Part V. – Accountability and Continuous Improvement (continued)**

C. Describe your plan for measuring and reporting student progress during the school year.

D. Describe your plan for measuring and reporting student progress at the end of the school year, including how you plan to disaggregate data to identify groups of students and determine whether or not they are making progress, and how you plan to measure the overall effectiveness of your schoolwide plan. (Annual review)

E. Describe how you will use the results of your student assessment data and other measures to improve instructional practice.

**Part VI. – Technical Assistance**

*Provide a list of technical assistance providers who have contributed to the development of this schoolwide plan. Include meeting dates and topics.*

Provider Name	Date	Type of Assistance	Provider's Experience in Schoolwide Programming
Provider Name	Date	Type of Assistance	Provider's Experience in Schoolwide Programming
Provider Name	Date	Type of Assistance	Provider's Experience in Schoolwide Programming
Provider Name	Date	Type of Assistance	Provider's Experience in Schoolwide Programming

## Part VII. – Fiscal Support

A. Detail the budget of your schoolwide plan. Demonstrate how Title I funds (and funds from other sources) will be used to implement the schoolwide program. Include the following major categories: salaries and benefits; instructional materials; parent involvement; professional development; and technology.

B. Describe each staff position (professional and non-professional) that will be paid with schoolwide funds.

C. Document how the school has adequate funds to effectively carry out the activities described in this plan and specifically how the school shall devote sufficient resources for professional development in implementation of the 10 required components.

## Part VIII. – Co-mingling Funds

*This portion (Part VIII – Section A and Section B) must be submitted as part of your Schoolwide Plan if your schools will be co-mingling funds.*

### Section A. – Overview of Co-mingling Funds

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 plan.

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 plan, schools must identify how the intent and purposes of these programs are still met.

*All federal funds used to support the schoolwide plan should be put into one account at the local site. Federal funds should not go in to the general fund because schools will still need to submit financial reports tracking the expenditure of funds as a whole. (For further information, please reference the Title I Schoolwide Application Instructions and Information document).*

Please check each program listed below that you will be co-mingling into one budget.

- Title I, Part A—Improving the Academic Achievement of the Disadvantaged. Note: This does not include subpart 1 of Part D to State agencies for services to children in State institutions for neglected or delinquent children, unless funds are used for transition services involving a schoolwide program school.
- Title II, Part A—Teacher and Principal Quality and Retention
- Title II, Part D—Enhancing Education Through Technology
- Title IV, Part A—Safe and Drug-Free Schools and Communities

NOTE: In order to co-mingle funds, schoolwide plans must be approved for “intent and purposes” by each Title Director whose funds are being co-mingled. If you are co-mingling, you must submit the Part VIII – Co-mingling Funds – Section B – Intent and Purpose which will be used by each Title Director to determine approval.

## Section B. – Intent and Purpose for Schoolwide Programs Co-mingling Funds.

### Title II, Part A—Teacher and Principal Quality and Retention

#### **Intent and Purpose of the Program**

To increase student academic achievement through strategies such as improving teacher and principal quality based on scientifically based research and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Meets Schoolwide Goal

Activities and page number referral in Schoolwide Plan

### Title II, Part D—Enhancing Education Through Technology

#### **Intent and Purpose of the Program**

To improve student academic achievement through the use of technology in elementary and secondary schools and encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

Meets Schoolwide Goal

Activities and page number referral in Schoolwide Plan

### Title IV, Part A—Safe and Drug-Free Schools and Communities

#### **Intent and Purpose of the Program**

To support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Meets Schoolwide Goal

Activities and page number referral in Schoolwide Plan