

# SCHOOL IMPROVEMENT/TITLE I SCHOOLWIDE PLANS



## A Guide for Development of a School Improvement Plan & New or Existing Title I Schoolwide Program

August 2008

The School Improvement Plan will drive measurable improvement in achievement for all students, as well as measurable improvement in attendance and enrollment, and in school climate and culture. The School Improvement Plan will be used as a regular resource, or “blueprint,” for parents, community, faculty, school staff, students and district administration, and will serve as the schoolwide plan for Title I compliance.

### *Division of Instruction*

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60 **Go Green: Please print only the pages you need**

## OVERVIEW OF GUIDE

The School Improvement Plan can serve as a record of compliance with school board policy, Title I Schoolwide Planning, and other state and federal rules and statutes. In addition, successful organizations operate from a single plan. Under Colorado's Accreditation system, all districts must accredit their schools. Many districts require their schools to develop a yearly school improvement plan to meet this requirement. Thus, this guide provides a structure and procedures through a single plan for meeting the requirements of a School Improvement Plan (SIP) for all schools and the additional requirements for Title I, Part A schools that operate a Title I Schoolwide program. While the components of a SIP are set by each district, Title I schools that operate Title I Schoolwide Programs must include all the components identified in Section 1114 of the No Child Left Behind Act (also found in Addendum A of this guide).

Schools want all their students to succeed. In order to accomplish this, schools need to focus on specific goals and strategies for change. School improvement planning is the process through which schools set goals for improvement and make decisions about how and when these goals will be achieved.

School improvement is, thus, the single most important business of the school, in that it is the process schools use to ensure that all students are achieving at high levels. The ultimate objective of the process is to improve student achievement levels by enhancing the ways curriculum is delivered, by creating a positive learning environment and by increasing the degree to which parents are involved in their children's learning at school and in the home.

The School Improvement Plan (SIP) will drive measurable improvement in achievement for all students, by focusing on improvement in: teaching and learning; attendance and enrollment; school climate and culture; and parent and community engagement. The School Improvement Plan will be used as a regular resource, or "blueprint," for parents, community, faculty, school staff, students and district administration. The SIP will:

- set clear, school wide expectations;
- establish specific instructional priorities;
- hold faculty to the highest standards in all their activities, including when setting their annual performance objectives;
- inform budget and staffing decisions;
- identify specific strategies to effectively engage parents for the purpose of increasing student achievement.

## USING THIS GUIDE

The SIP/SW guide is organized into several basic sections:

- Planning and writing the SI/SW plan
  - SI/SW Templates
  - Additional Schoolwide Plan requirements
1. The first section of the guide includes an overview of school improvement and guidelines for developing a plan.
  2. The second section provides a template and information for writing and/or updating a SI/SW plan.
  3. The third section applies to schools that operate a Title I Schoolwide program. The forms and directives must be completed in order to operate as a Title I Schoolwide program, but can be an addendum to the SIP. Thus, all schools in a district can operate from a single plan format, with Title I Schoolwide programs including the additional requirements in the addendum.

The SI/SW Planning Guidance provides options for schools that operate Title I Schoolwide programs. However, any school operating a Schoolwide program must ensure that all 10 elements and related requirements are in the plan. This is the responsibility of the district to ensure that all Title I Schoolwide plans meet the requirements of NCLB, section 1114. These requirements can be found in the Title I Schoolwide Program Checklist in the Addendum.

## GUIDING PRINCIPLES OF SCHOOL IMPROVEMENT PLANNING

The following key principles form the basis for the school improvement planning process.

- School Improvement Plans must be aligned to State and local standards.
- The principal must be at the helm of this process—without support and leadership of the principal, the planning process lacks the leverage that is needed for change to occur in a school environment.
- It should involve all stakeholders in the process. Students and parents have an important perspective on how schools can improve. Their meaningful participation in the process should be considered from the onset. In addition, all members of a school staff should participate and/or be aware of the planning process. The more stakeholders that are “in the loop,” the better the chances the school will achieve 100 percent buy-in by staff for change efforts. A representative group of stakeholders can do the bulk of the work, if results and updates are reported back on a regular basis to the full faculty and other stakeholders.
- Decisions about school improvement goals and solutions must be based on careful consideration of multiple sources of data and research.
- School improvement planning is a journey of continuous improvement that demands ongoing monitoring and adjustment of programs and processes at the school.
- The written plan document is only as good as the quality of thought, effort, and the degree of “buy-in” by all stakeholders.

## STAGES OF SCHOOL IMPROVEMENT PLANNING PROCESS

In developing the School Improvement Plan, schools should<sup>1</sup> go through the following critical steps:

1. Needs Assessment:

A comprehensive needs assessment looks at data on student performance and on the school’s practice that generate that performance.

2. Prioritizing Needs:

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<sup>1</sup> Required of schools that operate as Title I schoolwide programs

Schools should prioritize the needs identified in the above step and identify just a few as the greatest concerns.

3. Cause Analysis:

Identify the factors causing the needs of the greatest concerns to occur.

4. Setting Goals:

Setting realistic and measurable goals is central to an effective planning process.

5. Developing an Action Plan:

Identify the steps that the school will take to achieve the goals, who will oversee each step and the resources required.

6. Evaluation: Identify ways of measuring the effectiveness of the plan.

## PROCEDURES

### Duration:

The School Improvement Plan will cover a single year. The plan is evaluated annually. When making revisions, the principal will work with school faculty, parents, community and supervisors to evaluate progress toward the goals and to adjust objectives and strategies based on that evaluation.

The SIP should be updated when necessary to align with any awarded grants.

If district personnel or a principal deems it necessary, the School Improvement Plan cycle can be reset, goals can be rewritten and the entire plan can be reworked from top to bottom.

### Planning Team:

The principal *is responsible for the development of* the School Improvement Plan with the school's leadership team. The principal must solicit input from the school's committees, leadership teams, or other collaborative initiatives at the school site.

**Approval Process:**

1. SIPs are submitted to a student achievement director for approval.
2. State law requires the District School Improvement and Accountability Council **review** all SIPs and provide feedback to the Board of Education about the overall quality of the plans and the School Improvement Planning Process.

## COMPONENTS OF THE SCHOOL IMPROVEMENT PLAN AND INSTRUCTIONS FOR COMPLETING THE PLAN

**1. Cover Page:**

General Information about the school and the School Improvement Planning Team

**2. School Profile: (options)**

A school profile is the consistent description of school community characteristics and the school's unique academic characteristics and accomplishments.

**3. Needs Assessment:**

This section should include a collection of data collected from a variety of sources to determine strengths and needs of the school community.

**4. Data Analysis:**

For this section you must:

- employ multiple data sources
- include information on all students
- include demographic information on students and community. (For schoolwide programs, include data related to historically underserved students, and migrant or formally migrant students.)
- use disaggregated data (i.e. gender, ethnicity, grade, etc.)
- include climate variables (i.e. parent, faculty, and student perceptions, etc.)
- identify root causes and contributing factors
- prioritize actions

The data set will include information about student performance, change in student performance and student growth. It will also include information about student attendance and enrollment, and parent and student satisfaction. Data should be analyzed by the school leadership team and shared with the building Leadership team prior to the development of objectives and strategic actions in the SIP.

**5. Goals:**

After conducting a needs assessment and data analysis, schools should identify areas of growth and develop achievement and growth goals to address them. The plan must include no less than three goals (reading, writing, math) for both Achievement and growth; Plans must also include one goal in Parent and Community Engagement, Staff Climate, School Climate, Attendance/enrollment and Technology.

**6. Action Plan:**

The action plan will list the strategic actions, tasks, timeline, resources and metrics.

Strategic Actions

A broad approach (*i.e.* a method, procedure, technique, or game plan) employed to accomplish an objective. The actions should reflect appropriate interventions to increase the academic success of students.

Schoolwide plans need to include scientific researched based reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels and a timeline for this implementation. These strategic actions include strengthening core academic programs, increasing amount and quality of learning time, enriched and accelerated curriculum, and how to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

Title I schools need to ensure that the strategic actions reflect the budgeted items in the Title I budget. Note: Please attach your school's Title I Budget (if applicable).

Tasks:

Tasks are the specific steps or actions in implementing a particular action. The tasks should:

- be detailed and specific
- be directly related to the strategic action
- be capable of resulting in progress toward the objective
- be sequential, with timeline
- identify activity leaders

Schoolwide plans should include activities to ensure that students who experience difficulty mastering any of the standards during the course of the school year will be provided with effective, timely additional assistance.

Metrics:

Metrics are ways to measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Metrics need to be measurable, directly related to the objective, specific and clear, achievable and time specific.

**7. School Improvement Plan Evaluation/Status Report:**

This section will document progress on the action plan by showing evidence of progress, an explanation for tasks not meeting timeline, and necessary plan adjustments.

**8. Instructional Technology Goal Examples**

This section includes examples of goals, objectives, strategic actions and tasks for the achievement and instructional technology goals.

**9. Addendum to the School Improvement Plan:**

This section includes forms and directives that must be completed in order to operate as a **Schoolwide** program.

**A – Planning Documents for Schoolwide Programs**

**B – Title I School and Parent Involvement policy (which includes the compact)**

**C – Coordination of Programs**

**D – Title I Schoolwide Budget**

**E – Transition Plan**

**F – Highly Qualified Teacher Plan**

# Aurora Public Schools SCHOOL IMPROVEMENT PLAN

School:

Principal:

Title I School:  Yes  No

If Title I School:  Targeted Assistance or  Schoolwide Program

Area	2006-07	2007-08	2008-09
Accreditation Status			
NCLB Identified (Met AYP – Y/N)			
NCLB Status Math			
NCLB Status Reading			
SAR Rating			

NCLB Area(s) for Improvement	2006-07	2007-08	2008-09
Whole School (Reading, Math, None)			
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			
Subgroup Reading (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			

**School Improvement Planning Team** (Include names and titles):

Administrators:

Teachers:

Support Services:

Parents:

Students:

Others:

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Signature

\_\_\_\_\_  
Date

### 3. SCHOOL PROFILE (optional)

A school profile is the consistent description elaborating the school's unique academic characteristics and accomplishments.

#### **Describe Your School Community**

- **Student Population** (# of students, racial, ethnic, gender breakdowns, ELL # and languages spoken, Special Education population, migrant, etc.)
- **Staff** (# of staff, racial. Ethnic, gender breakdowns, languages spoken, # of beginning teachers, #non-tenured teachers, etc.)
- **Parents/Families** (level of involvement w/ school, parent demographics/ changes in parent demographics)
- **Community and Community Businesses** (job sectors represented, community partnerships, social service organizations)

## **4. NEEDS ASSESSMENT**

The needs assessment process is comprehensive and focuses on the entire school. Teams should collect and examine data from a variety of sources and identify priority need areas in all aspects of school operation. The focus of the needs assessment is to identify strengths of the current program, but also to identify weaknesses, obstacles and barriers in each of the dimensions.

This section should include a collection of data collected from a variety of sources to determine strengths and needs of the school community.

The following pages provide information about data collection and sample needs assessment surveys that can be used to collect data.

## School Improvement Planning Needs Assessment

### SCHOOL PRINCIPAL

**Directions:** Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering your school Accreditation and AYP student achievement results, what is working?
2. Based on data, what needs to be improved to increase student achievement across the school?
3. As you think about student achievement in your school, what school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?
4. What professional development strategies will promote better results?

## School Improvement Planning Needs Assessment

### Instructional Leadership Team/CLASSROOM TEACHER

**Directions:** Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering your students and student achievement results across your school, **what works?**
2. Based on data, **what needs to be improved** to increase student achievement in your classroom and the school?
3. As you think about student achievement in your grade level team, **what long term planning or ideas** do you have for supporting higher student achievement?
4. What is your greatest professional development need?

# School Improvement Planning Needs Assessment

## PARENT AND COMMUNITY

and

## BUILDING ACCOUNTABILITY COMMITTEE / DISTRICT ACCOUNTABILITY COMMITTEE FEEDBACK

**Directions:** Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering students and student achievement results across your school or in the district, **what works?**
2. Based on data, **what needs to be improved** to increase student achievement across the schools and the district?
3. As you think about student achievement across the district, **what long term planning or ideas** do you have for supporting higher student achievement in the schools?

## DATA ANALYSIS

Provide a summary analysis of your CSAP, benchmark assessments and any other data.

- What do these data tell you about your students overall performance?
- What do these data tell you about your ELL students?
- What do these data tell you about your special education students?
- What do these data tell you about your Gifted/Talented and high performing students?
- What do these data tell you about your migrant students?
- What do these data tell you about your economically disadvantaged students?
- What achievement gaps between groups exist?
- What progress has your school made on closing the gap in any groups?
- Based on the data, where does your school need to focus their school improvement goals?

Narrative (optional)

- 
- 
- 

## SETTING PRIORITIES AND IDENTIFYING ROOT CAUSES

Based on the comprehensive needs assessment and the academic data analysis, prioritize areas in need of improvement.

Explore and verify the underlying causes for each priority area needing improvement identified. A clear, accurate understanding of the causes will help in selecting appropriate solutions and strategies for your action plan. Some guiding questions are:

What are the root causes of the achievement gap?

What are the barriers to all students achieving a year's growth, and, for students not at proficient /advanced levels, more than a year's growth in a year's time?

## SETTING GOALS

The goals of a school improvement plan represent the outcomes the school needs to achieve through a newly designed program and should be directly linked to the priority needs determined by the comprehensive needs assessment. Goals for the School Improvement Plan must be **SMART** goals:

- **Strategic**
- **Specific**
- **Measurable**
- **Achievable/Attainable**
- **Research-informed**
- **Results-Oriented**
- **Time-focused**

Goals are to be completed in the following areas of the VISTA 2010 Plan:

VISTA Plan 2010	Goal Area	Possible Data Sources
People	Embedded in all Goals under Professional Development	
Achievement	Reading – Writing – Math	CSAP, interim assessments, /DRA-2, ELE math assessments, Mondo assessments, ACT, , common assessments
Community	Parent & Community Engagement	Parent Survey; building surveys; activity evaluations
Environment	Staff Climate	Staff Survey; building surveys; meeting minutes; focus groups
	School Safety, Climate – Student	Student Survey; building surveys; focus groups
	Attendance & Enrollment	Truancy reports; enrollment reports
	Instructional Technology	Common assessments; observations; surveys

### Objectives:

A statement of specific and measurable means to achieve the outcome(s) identified in the goal. The School Improvement Plan will set one year **objectives** aligned with those goals. Objectives are measurable and based on data that reflects how students at the school have performed. Objectives should target specific groups of students. *Academic objectives should be based on students achieving the proficiency or advanced levels of the Colorado Student Assessment Program (CSAP). Schoolwide plans may have additional or interim objectives to address the attainment of Adequate Yearly Progress (AYP) which is based on students achieving partially proficient or above on the CSAP.*

**Reading Achievement Goal:** (Should be based on measured student outcomes and needs identified in your Data Analysis) (SMART Goal)

The percentage of students scoring proficient and higher in Reading will increase from: \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_;  
\_\_\_\_% to \_\_\_\_% at grade \_\_\_\_; and \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_ .

**Growth Goal** The median growth percentile in reading will increase from: \_\_\_\_% ile to \_\_\_\_%ile at grade \_\_\_\_: and \_\_\_\_%ile\_to  
\_\_\_\_%ile at grade\_\_\_\_: \_\_\_\_%ile to \_\_\_\_%ile at grade \_\_\_\_.

**Strategic Actions:** (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

**Tasks to Support the  
Strategic Actions**

**Professional Development in Support of the Strategic Actions**

**Metrics:** CSAP; \_\_\_\_\_; \_\_\_\_\_

**Writing Achievement Goal:** (Should be based on measured student outcomes and needs identified in your Data Analysis) (SMART Goal)

The percentage of students scoring proficient and higher in \_\_\_\_\_ will increase from: \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_; \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_; and \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_ .

The median growth percentile in reading will increase from: \_\_\_\_% to \_\_\_\_ at grade \_\_\_\_; and \_\_\_\_ to \_\_\_\_ at grade \_\_\_\_; \_\_\_\_ to \_\_\_\_ at grade \_\_\_\_.

**Strategic Actions:** (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

**Tasks to Support the Strategic Actions**

**Professional Development in Support of the Strategic Actions**

**Metrics:** CSAP; \_\_\_\_\_; \_\_\_\_\_

**Math Achievement Goal:** (Should be based on measured student outcomes and needs identified in your Data Analysis) (SMART Goal)  
The percentage of students scoring proficient and higher in \_\_\_\_\_ will increase from: \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_;  
\_\_\_\_% to \_\_\_\_% at grade \_\_\_\_; and \_\_\_\_% to \_\_\_\_% at grade \_\_\_\_ .

The median growth percentile in reading will increase from: \_\_\_\_\_% to \_\_\_\_\_ at grade \_\_\_\_\_: and \_\_\_\_\_ to \_\_\_\_\_ at grade \_\_\_\_\_: \_\_\_\_\_ to \_\_\_\_\_ at grade \_\_\_\_\_.

**Strategic Actions:** (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

**Tasks to Support the Strategic Actions**

**Professional Development in Support of the Strategic Actions**

**Metrics:** CSAP; \_\_\_\_\_; \_\_\_\_\_

## Community - Parent and Community Engagement Goal

**Goal:** : (Include strategies to increase parental involvement, such as family literacy services. Include parents in developing the schoolwide/school improvement plan and in establishing family involvement activities. Ensure that parents participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state academic achievement standards.)

**Objectives:**

**Strategic Actions:** (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions

**Metric(s):**

## Environment - Staff Climate and Culture Goal

**Goal:** (Should be based on needs identified in your Performance Analysis. Include any strategies that increase the school staff climate.) (Smart Goal)

**Objectives:**

**Strategic Actions:** (This may be staff engagement strategies, community building strategies, and so on.)

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions

**Metric(s):**

## Environment - School Safety, Climate and Culture Goal – (Students)

**Goal:** (Should be based on needs identified in your Performance Analysis. Include any strategies that increase the safety of students such as anti-bullying strategies.)(Smart Goal)

**Objectives:**

**Strategic Actions:** (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Tasks to Support the Strategic Actions	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategic Actions
<b>Metric(s):</b>				

## Environment - Attendance and Enrollment Goal

**Goal:** (Should be based on needs identified in your Performance Analysis. Include any strategies that increase the attendance and enrollment of students.) (Smart Goal)

**Objectives:**

**Strategic Actions:** (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

<b>Tasks to Support the Strategic Actions</b>	<b>Person(s) responsible</b>	<b>Timeline</b>	<b>Resources and Budget</b>	<b>Professional Development in Support of the Strategic Actions</b>
<b>Metric(s):</b>				

## Environment - Instructional Technology Goal

<b>Goal:</b>				
<b>Objectives:</b>				
<b>Strategic Actions:</b>				
<b>Tasks to Support the Strategic Actions</b>	<b>Person(s) responsible</b>	<b>Timeline</b>	<b>Resources and Budget</b>	<b>Professional Development in Support of the Strategic Actions</b>
<b>Metric(s):</b>				

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Reading:

Progress on Strategic Actions and professional learning	Evidence of Progress/ Assessments/Data Collected (see metrics)	Impact/change in teacher practice and student learning
<u>Professional Learning structure or task</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Writing:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Impact/change in teacher practice and student learning
<u>Strategic Actions/Tasks:</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Math:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Impact/change in teacher practice and student learning
<u>Strategic Actions/Tasks:</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Community – Parent and Community Engagement Goal:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Explanation for Strategic Actions/Tasks Not Meeting Timeline and Necessary Plan Adjustments
<u>Strategic Actions/Tasks:</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Environment – Staff Climate and Culture Goal:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Impact/change in teacher practice and student learning
<u>Strategic Actions/Tasks:</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Environment – School Safety, Climate and Culture Goal:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Explanation for Strategic Actions/Tasks Not Meeting Timeline and Necessary Plan Adjustments
<u>Strategic Actions/Tasks:</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Environment – Attendance And Enrollment Goal:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Explanation for Strategic Actions/Tasks Not Meeting Timeline and Necessary Plan Adjustments
<u>Strategic Actions/Tasks:</u>		

Midyear:

Year-end:

## SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Environment – Instructional Technology Goal:

Progress on Strategic Actions and Tasks	Evidence of Progress/Assessments/Data Collected (see metrics)	Explanation for Strategic Actions/Tasks Not Meeting Timeline and Necessary Plan Adjustments
<u>Strategic Actions/Tasks:</u>		

**SAMPLE - Instructional Technology Goal for an Elementary School  
2008-2009**

**Goal:** To increase the research and presentation capacity of students in writing, math, and social studies/science content using technology resources.

**Objectives:** Using the existing curricular framework in math, writing, science, and social studies teachers will design a unit utilizing technology as a resource that allows students to demonstrate their research and presentation potential, given a specific rubric for content and presentation objectives.

**Strategic Actions:**  
Utilize instructional strategies that stress inferential discourse, conceptual understandings, inquiry methods, non-fiction reading and writing skills, the use of math models, and the application of scientific process.

<b>Tasks to Support the Strategic Actions</b>	<b>Person(s) responsible</b>	<b>Timeline</b>	<b>Resources and Budget</b>	<b>Professional Development in Support of the Strategy</b>
<ul style="list-style-type: none"> <li>• Teachers meet at grade levels to determine and design unit</li> <li>• Teachers meet with teacher leaders and District coaches to discuss content standards, performance standards, and assessment components</li> <li>• Teachers determine which technology resources best support the facilitation/presentation of the unit</li> <li>• Teachers will specifically highlight speaking and listening goals from the ELD continuum as appropriate for learners, regardless of unit</li> <li>• Teachers create units and presentation/content rubrics to assess student understanding</li> <li>• Target specific content, language, and mathematical processes.</li> <li>• Create materials for use in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Fourth grade team facilitator</li> <li>• Second grade team facilitator</li> <li>• Site TL's</li> <li>• District science, math, and literacy coach</li> <li>• District tech coach</li> <li>• Science teachers</li> <li>• District science coach</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008- June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Two Active boards (\$8600)</li> <li>• 3 Technology carts equipped with laptop, visualizer, lcd projector (\$9000)</li> <li>• <u>Understanding by Design</u>; Wiggins, McTighe (\$30 each)</li> <li>• <u>Content-Based Instruction</u> (\$30 each)</li> <li>• Additional release time as provided by substitutes</li> <li>• District continua</li> </ul>	<ul style="list-style-type: none"> <li>• Development around identifying key concepts</li> <li>• Dialogue around the component of backwards planning and assessment components</li> <li>• Training on use of new equipment</li> <li>• Development around finding/creating/using digital resources</li> <li>• Weekly meetings with science coach to discuss content and methods.</li> </ul>

**Metric(s):**  
Conduct a comparative analysis of CSAP Reading, Writing, Math, and Science scores/informal assessments and similar data from previous year.

**SAMPLE - Instructional Technology Goal for a Middle School 7<sup>th</sup> and 8<sup>th</sup> Grade Enhanced Science Instruction**

**Goal:** To improve achievement of 7<sup>th</sup> and 8<sup>th</sup> grade students in the content of science, the language of science, and the mathematics of science while eradicating the gap between the school's groups used in determining AYP and all other students.

**Objectives:** To design and implement three enhanced science units at both the seventh and eighth grade levels.

**Strategic Actions:**

Develop two-screen presentations that are interactive and encourage higher order discourse.

Utilize instructional strategies that stress inferential discourse, conceptual understandings, inquiry methods, non-fiction reading and writing skills, the use of math models, and identifying rates and patterns of change.

Action Steps	Person(s) responsible	Timeline	Resources and Budget	Professional Development in Support of the Strategy
<ul style="list-style-type: none"> <li>• Teachers meet at grade levels to determine unit and collect resources.</li> <li>• Teachers meet with science coach do discuss content and methods.</li> <li>• Teachers create units of instructions with tech and science coaches.</li> <li>• Target specific content, language, and mathematical processes.</li> <li>• Create materials for use in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Science teachers</li> <li>• District science coach</li> <li>• District tech coach</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-February 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Two Active boards (\$8600)</li> <li>• Four lcd projectors (\$3000)</li> <li>• Two visualizers \$1200)</li> <li>• Eight laptops(\$10,400)</li> <li>• Four speaker sets (\$800)</li> <li>• Two equip. stands (\$500)</li> <li>• Substitute teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Development around identifying key concepts.</li> <li>• Training on use of new equipment.</li> <li>• Development around finding/creating/using digital resources.</li> <li>• Weekly meetings with science coach to discuss content and methods.</li> </ul>

**Metric(s):**

Conduct a comparative analysis of CSAP Reading, Writing, Math, and Science scores/informal assessments and similar data from previous year.

## **SAMPLE - Instructional Technology Goal for a High School Science Department**

**Goal 1:** To develop all science teachers' ability to effectively use instructional technology in order to increase student engagement and achievement in science.

**Objectives:** To utilize the Mimio interactive white board and a visualizer with an lcd projector at least 80% of instructional time and create student-centered classrooms where the teacher serves in the role of a facilitator of knowledge.

### **Strategic Actions:**

Established, ongoing professional development for technology use/integration between science teachers and instructional technology coaches. Professional development will create opportunities to share lesson plans, create/evaluate long term goals and discuss effective practices for technology integration.

Create opportunities for teachers to share new knowledge and instructional practices in order to assist other teachers in seeing and learning what is possible.

Collect data and analyze student work at specific times during the year as a foundation for making instructional decisions.

<b>Action Steps</b>	<b>Person(s) responsible</b>	<b>Timeline</b>	<b>Resources and Budget</b>	<b>Professional Development in Support of the Strategy</b>
<ul style="list-style-type: none"> <li>• Identify dates for professional development for collaboration, protocols for meetings, and training in the use of new equipment.</li> <li>• Create opportunities/ establish dates/times for teachers to observe each other in the classroom.</li> <li>• Identify coverage for classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-dept Chair</li> <li>• Science department teachers</li> <li>• Building tech team</li> <li>• District Science coaches</li> <li>• District IT coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Set dates for year at the beginning of August</li> <li>• After initial trainings and when teachers are comfortable with the technology.</li> </ul>	<ul style="list-style-type: none"> <li>• One Mimio interactive white board per room (\$7,200)</li> <li>• One projector per room (\$8100)</li> <li>• One visualizer per room (\$4,500)</li> <li>• Substitutes/coverage personnel</li> </ul>	<ul style="list-style-type: none"> <li>• District tech coaches train building tech staff and science teachers.</li> <li>• Meet with teachers to develop look-fors prior to visiting classrooms.</li> <li>• Hold a debriefing session after the visit.</li> </ul>

### **Metric(s):**

Use of surveys/observations to determine the approximate percentage of technology use during instructional time.

Conduct a comparative analysis of CSAP/formative assessment data with similar data from previous year/semester.

# **ADDENDUM A**

## **SCHOOLWIDE PLANNING DOCUMENTS**

## SUGGESTED TIMELINE FOR ONE-YEAR SCHOOLWIDE PLANNING PROCESS

MARCH – AUGUST	SEPT-DEC	JANUARY	JAN-APRIL	APRIL-MAY
<p>ESTABLISH LEADERSHIP TEAM</p> <p>DISCUSS PLANNING PROCESS WITH STAFF/PARENTS/COMMUNITY</p> <p>ESTABLISH CORE VALUES AND BELIEFS WITH STAFF/PARENTS/COMMUNITY</p> <p>ESTABLISH MISSION STATEMENT (ACADEMIC VALUE PROPOSITION)</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p> <p>Technical Assistance from LEA</p>	<p>Comprehensive Internal Analysis:</p> <p>DATA COLLECTION</p> <ul style="list-style-type: none"> <li>• School Profile</li> <li>• Student Characteristics</li> <li>• Instructional Characteristics</li> <li>• Community Characteristics</li> <li>• Data on Non-Academic Issues that Foster or Impede Achievement</li> </ul> <p>DATA ANALYSIS</p> <p>Technical Assistance from LEA</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p>	<p>ESTABLISH MEASURABLE GOALS AND OBJECTIVES</p> <p>IDENTIFY STRUCTURAL AND PROGRAMMATIC REFORMS</p> <p>Technical Assistance from LEA</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p>	<p>DEVELOP ACTION PLAN</p> <ul style="list-style-type: none"> <li>• Action Strategies</li> <li>• Schoolwide Organization</li> <li>• Timeline for Implementation Assessment, Evaluation</li> <li>• Who’s Responsible</li> <li>• Resources Needed</li> <li>• Benchmarks</li> <li>• Program Evaluation</li> </ul> <p>DEVELOP PARENT INVOLVEMENT POLICY/PARENT COMPACT</p> <p>DEVELOP PROFESSIONAL DEVELOPMENT PLAN</p> <p>DEVELOP HIGHLY QUALIFIED TEACHER PLAN</p> <p>DEVELOP PLAN FOR COORDINATION OF PROGRAMS, TRANSITIONS</p> <p>DEVELOP SCHOOLWIDE BUDGET</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p> <p>TA from LEA</p>	<p>WRITE THE PLAN Pull it all together</p> <p>SHARE PLAN WITH STAFF/PARENTS/COMMUNITY</p> <p>SUBMIT PLAN FOR DISTRICT APPROVAL</p> <p>Technical Assistance from LEA</p>

## SCHOOLWIDE PLANNING PROCESS

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

		<b>Participants at Meetings</b> <b>Check all that apply</b>		
<b>Meeting Dates</b>	<b>Agenda Topics/Planning Steps</b>	<b>Planning Team</b>	<b>All Staff</b>	<b>Parents</b>

# TITLE I SCHOOLWIDE ASSURANCE FORM

## Colorado Department of Education Title I Schoolwide Programs

New       Revised

District Name and Dist. #		School:	
County:		School #:	
Mailing Address:		City and Zip:	
School Principal:		Phone:	
Email:		Fax	
1 <sup>st</sup> Year Schoolwide		School Year Plan	
District Authorized:		Phone:	
Email:		Fax:	
District Title I Coordinator:		Phone:	
Email:		Fax	

### Assurances

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The school district assures that the development and adoption of this plan complies with all statutory components of the Title I Schoolwide Program and is based on needs and strengths identified through a comprehensive analysis of current academic and non-academic data. Compliance to general and specific program assurances is the legal responsibility of the local district under the authorization of the local board of education and the direction of the superintendent.

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#### **Comprehensive Needs Assessment**

- We have conducted a data-driven needs assessment involving input from teachers, principals, program administrators, parents, and community which has identified specific areas of academic need for all students resulting in a plan that reflects challenging goals, identified areas of instructional strengths and weaknesses, a strong understanding of instructional approaches, and evaluation procedures that measure progress toward our goals.

#### **Reform Strategies**

- We have provided for the implementation of scientific researched based reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels and a timeline for this implementation. These strategies include strengthening core academic programs, increasing amount and quality of learning time, enriched and accelerated curriculum, and how to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards. We have included activities to ensure that students who experience difficulty mastering any of the standards during the course of the school year will be provided with effective, timely additional assistance.

**Highly Qualified Teachers**

- We provide instruction by highly qualified teachers.
- Strategies are in place to attract high-quality teachers.

**Professional Development**

- We provide high-quality, ongoing professional development for teachers, principals, paraprofessionals, and others as appropriate.

**Parental Involvement/Parent Compact**

- We have strategies in place to increase parental involvement in student achievement. The components of the parent compact are reviewed often to assure that all parties are fulfilling their role and responsibilities.

**Transition**

- Transition plans are implemented and evaluated by involved parties (school personnel, parents, students) to determine elementary to middle school; middle school to high school; high school to college awareness and preparation and/or integration of vocational and technical education programs.

**Teacher Involvement in Use of Academic Assessments**

- Teachers are included in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the over all instructional program.

**Timely and Effective Assistance**

- We provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.

**Learning Environment**

- We provide a safe, orderly learning environment that follows the district safe school plan.

**Coordination and Integration of Federal, State, and Local services and programs.**

- The schools and community, through coordination and integration of Federal, State and Local services and programs work together as partners in supporting high academic achievement for all students. Title I funds are used to supplement and not supplant state and local funding received by the school.

**Annual Evaluation**

We will conduct an annual evaluation of the schoolwide plan involving staff, parents, and community.

School Principal Signature ×	Date Signed	School Board President Signature ×	Date Signed
School Authorization Representative Signature ×	Date Signed		

## **SCHOOLWIDE PLAN CHECKLIST**

*This checklist is for any eligible Title I school submitting a schoolwide plan and for all existing schoolwide schools amending current plan for compliance with the No Child Left Behind Act of 2001. The checklist indicates the required elements for all schoolwide plans as described in the No Child Left Behind Act of 2001, Title I, Part A, Section 1114.*

### **General Considerations**

- Poverty rate is indicated (40% or greater poverty rate)
- If poverty rate is below 40%, the waiver request and CDE's response is attached
- The plan indicates that requirements related to health, safety, civil rights, student and parents participation and involvement are upheld
- The plan demonstrates that Federal funds used to support programs supplement non-Federal funds
- The plan indicates how the intent and purpose of various Federal programs are met, if funds from various Federal programs are used to support the schoolwide program

### **Required Components in a Schoolwide Plan**

#### ➤ **Comprehensive Needs Assessment**

- The plan specifically addresses the needs of migratory children
- The plan illustrates a trend analysis of CSAP data
- There is trend analysis of other assessments; body of evidence

#### ➤ **Reform Strategies**

- The reform strategies address the needs of all students to meet the state's proficient and advanced achievement levels
- There is indication the methods and instructional strategies to be implemented are scientifically research based
- There is demonstration of how methods and instructional strategies strengthen the core academic programs
- The plan demonstrates how the methods and instructional strategies increase the amount and quality of learning
- The plan demonstrates how the methods and instructional strategies provide an enriched and accelerated curriculum
- There is explanation of how the reform strategies meet the needs of historically underserved populations
- The plan demonstrates how the reform strategies address the needs of all students
- The plan describes how attention is given to low-achieving students who are at risk of not meeting the state academic achievement standards
- The plan includes strategies to support the needs of all students, especially low-achieving students, include counseling, pupil services, mentoring (if appropriate)
- The plan includes strategies to support the needs of all students at the secondary level, especially low-achieving students; include college and career awareness, personal finance education, integration of vocation and technical education programs (if appropriate)

- A method to determine that all students' needs have been met is described, including on-going evaluation for effectiveness and a method to make adjustments
- **Teacher Qualification**
  - A description of the qualification of all teachers is included
  - A description of the qualification of all classroom/instructional paraprofessionals is included
  - A description of how current classroom/instructional paraprofessionals who do not meet the NCLB qualification requirements will meet the requirements by January 2006.
  - Strategies to attract and maintain high-quality highly qualified teachers are described
- **Professional Development**
  - On-going professional development that is based on needs assessment and student needs is described
  - On-going professional development is described for classroom teachers, principal, pupils, services personnel, other staff, and parents
- **Parent Involvement**
  - There is a description of how parents were involved with the joint development of a district written parent involvement policy
  - There is description of how programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, etc. are integrated into the schoolwide plan for parent involvement
  - A description of the annual evaluation of the parent involvement policy in improving the academic quality of the school, identifying barriers to greater participation, etc. is included
  - There is a description of how the school's parent involvement policy is amended
- There is a description of an annual meeting for parents, which may include flexible meeting times to accommodate parents, providing transportation needs, child care, and home visits (as appropriate)
- There is indication that parents are involved in the planning, review and improvement of programs, such as the schoolwide plan
- If the schoolwide plan is not satisfactory to parents, parent comments are included in the schoolwide plan when submitted to the district
- There is evidence of a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement
- The plan addresses effective school-parent communication (such as conferences, frequent reports, reasonable access to staff, opportunities to volunteer in the child's class and observation of classroom activities)
- There is indication of how parents are involved with the development of training for teachers
- **Transition plans**
  - There is a plan for transition from preschool to the elementary level

➤ **Data Analysis**

- There is a description of how teachers are involved with the analysis of academic assessment (especially CSAP) to improve the achievement of individual students and impact the overall classroom instruction

➤ **Timely Intervention**

- There is a description of how timely assistance will be given to students who have difficulty mastering proficient and advanced levels
- There is a description of how these students will be early identified and the potential interventions

➤ **Other Federal, State, and local services coordination**

- There is a description of how other NCLB Title Programs (Title I, Parts B, C, F, Title II, Title IV, Parts A & B, Title V) are integrated and coordinated with the schoolwide plan – if applicable
- There is evidence other programs (such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, etc.) are integrated into the schoolwide plan

**Plan Development**

- The plan indicates the support of the district and that the plan was developed/amended in consultation with the district and other technical support
- There is an implementation timeline for the schoolwide plan
- A list of the various Federal, State and local programs that are consolidated are in the schoolwide plan
- There is a description of how academic achievement results for each student will be provided to parents in an understandable language
- There is indication the plan was developed with the involvement of parents, other community members and school staff, including teachers, principal, program administrators (such as Even Start, Homeless Education, Early Reading First, etc.), pupil services personnel, and students (if appropriate)
- There is a description of evaluating the effectiveness of the plan: how the plan will be reviewed and revised during implementation
- There is a description of how the plan will be available to the district, parents and the general public in an understandable, uniform format – and in a language parents can understand
- There is a description of how the plan was developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998 and the Head Start Act

## **ADDENDUM B**

# **SCHOOL AND PARENT INVOLVEMENT POLICY (INCLUDING COMPACT)**

# **SAMPLE TEMPLATE OF SCHOOL AND PARENT INVOLVEMENT POLICY (INCLUDING COMPACT)**

## School-Parent Agreement (Policy)/Compact

### SAMPLE TEMPLATE\*

***NOTE:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent policy that is jointly developed with parents for all children participating in Title I, Part A activities, services, and programs. The compact, also jointly developed with parents, is part of the school's written parental involvement agreement (policy) developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

### SCHOOL PARENTAL INVOLVEMENT AGREEMENT (POLICY)

The \_\_\_\_\_ (name of school) \_\_\_\_\_ will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the \_\_\_\_\_ (name of school) \_\_\_\_\_ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

***Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.***

## SCHOOL-PARENT COMPACT

The \_\_\_\_\_ (name of school) \_\_\_\_\_, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year \_\_\_\_\_.

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

**(Provisions bolded in this section are required to be in the Title I, Part A school-parent compact)**

#### School Responsibilities

The \_\_\_\_\_ (name of school) \_\_\_\_\_ will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]*

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

*[Describe when the parent-teacher conferences will be held.]*

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*[Describe when and how the school will provide reports to parents.]*

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*[Describe when, where, and how staff will be available for consultation with parents.]*

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

*[Describe when and how parents may volunteer, participate, and observe classroom activities.]*

### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

**[Describe the ways in which parents will support their children's learning, such as:**

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom.*
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



**OPTIONAL ADDITIONAL PROVISIONS**

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- 1. *Do my homework every day and ask for help when I need to.*
- 2. *Read at least 30 minutes every day outside of school time.*
- 1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

\_\_\_\_\_  
School                                      Parent(s)                                      Student

\_\_\_\_\_  
Date                                      Date                                      Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

**\*This sample template is not an official Colorado Department of Education document. It is provided only as an example of how the requirements of section 1118 of NCLB can be organized.**

# **ADDENDUM C**

## **COORDINATION OF PROGRAMS**

## Coordination of Programs

Describe on-going coordination with other community programs and agencies and how they are integrated in the Title I schoolwide plan. (For example: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, etc.)

Describe district support for the Title I schoolwide program implementation. Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.

Describe how other NCLB Title Programs (Title I, Parts B,C,F, Title II, Title III, Title IV, Parts A & B, Title V) are integrated and coordinated with the Title I schoolwide plan, if applicable.

## **ADDENDUM D**

# **TITLE I SCHOOLWIDE BUDGET**

## Fiscal Resources

Reauthorization permits schoolwide programs to incorporate funds from state, local, and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population for each of these programs.

To create a well-designed schoolwide plan it is imperative to know which funds are available to the school.

Schoolwide Programs are required to describe:

- How Title I funds and funds from other sources will be used to implement the schoolwide plan;
- How Title I funding will supplement state and local funding.

## Funding Sources

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Funding Source	Amount	Describe how funds will support Schoolwide Program goals
General Education:		
Title IA		
Title IC		
Title IIA		
Title IID		
Title III		
Title IV		
Title V		
Other		

## Uses of Funds

### **Budget Narrative**

- 1. Provide a brief budget narrative explaining how funds listed in the table above will be used to support the Title I schoolwide plan.**
- 2. Provide evidence that Title IC migrant and/or Title IX American Indian parents have given consent to use Title IC and/or Title IX in the Title I schoolwide program (if applicable).**
- 3. Complete the Title I Schoolwide Program Budget Summary on the following page.**

**Reminder:** Districts continue to be required to demonstrate (NCLB 1120A Fiscal Requirements)

- **Maintenance of Effort** with state and local funds in schoolwide programs
- **Supplement not supplant**
- **Comparable services**

**Schoolwide Budget Summary for the \_\_\_\_\_ School Year**

Budget Areas	Title IA Funds	Other Federal Programs (Title IC, IIA, IID, III, IV, V, X.)	General Funds	Local Funds (Building Allocation, District)	Private, Business Funds
Licensed Salaries					
Classified Salaries					
Purchased or Contracted Services					
Supplies/Materials					
Equipment/Capital Outlay					
Assessment & Evaluation (School Level)					
Technology					
Professional Development					
Parent Involvement					
Travel					
Food Services					
Other (Identify)					
<b>TOTALS</b>					

# **ADDENDUM E**

## **Transition Plan**

## TRANSITION PLANS

**Transition for Early Childhood Programs Plan: Describe school plan for assisting preschool children in the transition from ECE programs (if applicable) such as Head Start, Early Reading First, or a state and local preschool program.**

**SAMPLE:**

**Strategy 1 Kindergarten transition parent meetings.**

<b>Person(s) responsible</b> (Lead persons and committee members responsible for implementing strategy.)  ECE Teacher School Principal	<b>Timeline</b> (Projected timeframe for the implementation and completion of strategy.) Purchase materials by February/March. Distribute at parent meeting in April/May.	<b>Resources and Budget</b> (Materials, grants, funds and other resources targeted to support the strategy.)  Title I ECE materials & supplies dollars – estimated maximum cost \$10 per child. Early Education transition parent documents – no cost, internal document in use.	<b>Professional Development in Support of the Strategy</b>  Agenda item for ECE professional development sessions in October with reminders at February sessions.	<b>Assessment to Measure Strategy</b>  Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder to both teachers and principals. Ask for date, number in attendance, feedback.
<b>Strategy 2 Kindergarten classroom visitations.</b>				
<b>Person(s) responsible</b> (Lead persons and committee members responsible for implementing strategy.)  ECE teachers Kindergarten teachers School principals	<b>Timeline</b> (Projected timeframe for the implementation and completion of strategy.)  Final month of school or March parent meetings.	<b>Resources and Budget</b> (Materials, grants, funds and other resources targeted to support the strategy.)  Early Education transition parent documents – no cost, internal document in use. Title I ECE materials & supplies dollars if books or summer parent/child materials are needed	<b>Professional Development in Support of the Strategy</b>  Agenda item for ECE professional development sessions in October with reminders at February sessions.	<b>Assessment to Measure Strategy</b>  Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder – will be sent to ECE and Kindergarten teachers and principals.

**Describe your transition plan for elementary students moving to middle school; middle school students moving to high school, if applicable.**

<b>Strategy 1</b>				
<b>Person(s) responsible</b> (Lead persons and committee members responsible for implementing strategy.)	<b>Timeline</b> (Projected timeframe for the implementation and completion of strategy.)	<b>Resources and Budget</b> (Materials, grants, funds and other resources targeted to support the strategy.)	<b>Professional Development in Support of the Strategy</b>	<b>Assessment to Measure Strategy</b>
<b>Strategy 2</b>				
<b>Person(s) responsible</b> (Lead persons and committee members responsible for implementing strategy.)	<b>Timeline</b> (Projected timeframe for the implementation and completion of strategy.)	<b>Resources and Budget</b> (Materials, grants, funds and other resources targeted to support the strategy.)	<b>Professional Development in Support of the Strategy</b>	<b>Assessment to Measure Strategy</b>