Title I Schoolwide Program: Justification and Assurances

Directions
A. Review the Ten Components of a Schoolwide Program Plan
B. Review the Annual Evaluation Process required of schoolwide programs
C. Provide complete responses to the two questions in the justification section
D. Sign and submit the assurance statement to ESE with the district’s Title I application

A. Ten Components of a Schoolwide Program Plan

Under Section 1114 (b) (1) of NCLB, a schoolwide program must include the following components:

Components of a Schoolwide Program Plan:

1. A comprehensive needs assessment of the whole school:
   - Provide a brief description of the school, attendance area, and surrounding community.
   - Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.
   - Summarize strength and needs of the school’s current educational program.
   - As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.

2. Implementation of schoolwide reform strategies that:
   - Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.
   - Use effective methods and instructional strategies that are based on scientifically based research that:
     i. Strengthens the core academic program;
     ii. Increases the amount of learning time;
     iii. Includes strategies for serving underserved populations;
     iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;
     v. Addresses how the school will determine if those needs of the children have been met;
     vi. Are consistent with and are designed to implement state/ local improvement plans.

3. Highly qualified teachers in all core content area classes:
   - Describe how the school will ensure a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.
• Ensure that all paraprofessionals (regardless of funding source) employed at this school meet NCLB requirements. Documentation must be kept on file at the school.

4. High quality and ongoing professional development for teachers, principals, and paraprofessionals:
   • Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.
   • Describe how the school will implement high quality and ongoing professional development.

5. Strategies to attract high-quality, highly qualified teachers to the school

6. Strategies to increase parental involvement, such as literary services:
   • Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
   • Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child’s education.
   • List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan)
   • Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan

7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.

8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.

9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

10. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs).
   • Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.
   • Consider consolidating, or "pooling", funds from Federal, State, and local sources, so a schoolwide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.
B. Annual Evaluation Process

- The school must evaluate annually the outcomes and the plan’s implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the schoolwide plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.

- Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

C. Justification

1. How will a schoolwide approach be more beneficial than a targeted assistance approach in meeting the educational needs of all students, particularly those students farthest from achieving proficiency?

2. How will the district continue to ensure adherence to the “supplement, not supplant” requirement as funds are used in a Schoolwide manner rather than as a targeted program? (For guidance, see http://www.doe.mass.edu/titlei/fiscal/?section=supplement)

D. Statement of Assurances

The district has reviewed the Schoolwide Plan (or School Improvement Plan that incorporates such a plan) for the school and can verify that the plan adequately addresses the ten required components of a Schoolwide Plan and an annual evaluation process as outlined above.

District

School

Principal

Authorized Signatory

Title

Typed Name

Date