

# ADDENDUM A SCHOOLWIDE PLANNING DOCUMENTS

#### SUGGESTED TIMELINE FOR ONE-YEAR SCHOOLWIDE PLANNING PROCESS

MARCH – AUGUST	SEPT-DEC	JANUARY	JAN-APRIL	APRIL-MAY
ESTABLISH LEADERSHIP	Comprehensive Internal	ESTABLISH	DEVELOP ACTION PLAN	WRITE THE PLAN
TEAM	Analysis:	MEASURABLE	Action Strategies	Pull it all together
DISCUSS PLANNING PROCESS WITH STAFF/PARENTS/COMM UNITY  ESTABLISH CORE VALUES AND BELIEFS WITH	<ul> <li>DATA COLLECTION</li> <li>School Profile</li> <li>Student Characteristics</li> <li>Instructional Characteristics</li> <li>Community Characteristics</li> </ul>	GOALS AND OBJECTIVES  IDENTIFY STRUCTURAL AND PROGRAMMATIC REFORMS	<ul> <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>	SHARE PLAN WITH STAFF/ PARENTS/ COMMUNITY  SUBMIT PLAN FOR DISTRICT APPROVAL
STAFF/PARENTS/COMM UNITY  ESTABLISH MISSION STATEMENT (ACADEMIC VALUE PROPOSITION)	Data on Non-Academic Issues that Foster or Impede Achievement  DATA ANALYSIS	Technical Assistance from LEA	DEVELOP PARENT INVOLVEMENT POLICY/PARENT COMPACT DEVELOP PROFESSIONAL DEVELOPMENT PLAN	Technical Assistance from LEA
REPORT PROGRESS TO STAFF/PARENTS/ COMMUNITY  Technical Assistance from LEA	Technical Assistance from LEA  REPORT PROGRESS TO STAFF/PARENTS/ COMMUNITY	REPORT PROGRESS TO STAFF/PARENTS/ COMMUNITY	DEVELOP HIGHLY QUALIFIED TEACHER PLAN  DEVELOP PLAN FOR COORDINATION OF PROGRAMS, TRANSITIONS  DEVELOP SCHOOLWIDE BUDGET	
			REPORT PROGRESS TO STAFF/PARENTS/COM- MUNITY TA from LEA	

#### **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.

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

#### 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			
and strengths identi	assures that the development and adoption of this fied through a comprehensive analysis of current clocal district under the authorization of the local	academic and non-academ	autory components of the Taic data. Compliance to ge	eneral and speci	
identified	eeds Assessment conducted a data-driven needs assessment involvi specific areas of academic need for all students re es, a strong understanding of instructional approach	esulting in a plan that refle	ects challenging goals, ider	ntified areas of	instructional strengths and
can meet increasing those at r	provided for the implementation of scientific resethe state's proficient and advanced levels and a ting amount and quality of learning time, enriched artisk of not meeting academic performance standard during the course of the school year will be provided.	meline for this implementand accelerated curriculum, ds. We have included acti	and how to meet the needs vities to ensure that studen	lude strengthen s of historically	ning core academic programs, underserved populations and

Highly (	Qualified Teachers				
	We provide instruction by highly qualified	ed teachers.			
	G	12			
	Strategies are in place to attract high-qua	lity teachers.			
Professio	onal Development				
	<del>-</del>	ssional development for	teachers, principals, paraprofessionals, and oth	ers as appropriat	e.
Parental	Involvement/Parent Compact				
	We have strategies in place to increase p parties are fulfilling their role and respon		student achievement. The components of the pa	arent compact are	e reviewed often to assure that all
Transitio	on				
			rties (school personnel, parents, students) to det paration and/or integration of vocational and tec		
Teacher	Involvement in Use of Academic Assess	sments			
			ic assessments in order to improve the achievem	nent of individual	students and the over all
Timely a	and Effective Assistance				
	We provide timely and effective assistan	ce for students having	difficulty meeting the proficient and advanced l	evels of academi	c performance.
Learning	g Environment				
	We provide a safe, orderly learning envir	ronment that follows th	e district safe school plan.		
Coordin	ation and Integration of Federal, State,	and Local services an	nd programs.		
			on of Federal, State and Local services and proged to supplement and not supplant state and loc		
Annual E	valuation  We will conduct an annual evaluation of	the schoolwide plan in	volving staff, parents, and community.		
chool Principa	1 Signature	Date Signed	School Board President Signature	Date Signed	ĺ
			×		
chool Authorizignature	zation Representative	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.

Gene	ral 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
	• • • • • • • • • • • • • • • • • • • •
	to support the schoolwide program
Requ	ired Components in a Schoolwide Plan
	omprehensive Needs Assessment
	The plan specifically addresses the needs of migratory children
	There is trend analysis of other assessments; body of evidence
> R	eform 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
	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
<b>A</b>	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
<b>&gt;</b>	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
Tr □	ansition plans  There is a plan for transition from preschool to the elementary level
_	There is a plant for dampinon from proposition to the elementary level

	Pata 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
> T	imely 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
> O	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	<u>Development</u>
	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
Ц	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\***

<u>NOTE</u>: 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 <u>(name of school)</u> , 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 <u>(name of school)</u> 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.]
<ol> <li>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:</li> </ol>
[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.

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#### **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 | 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	Other (Identify)
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)						
TOTALS						

### **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:

Person(s) responsible	Timeline (Projected timeframe for the	Resources and Budget	Professional Development in Support of the Strategy	Assessment to Measure Strategy
(Lead persons and committee members responsible for implementing strategy.)  ECE Teacher School Principal	implementation and completion of strategy.) Purchase materials by February/March. Distribute at parent meeting in April/May.	(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.	Agenda item for ECE professional development sessions in October with reminders at February sessions.	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.
Strategy 2 Kindergarter	n classroom visitations.			
Person(s)	Timeline	Resources and	Professional Development	Assessment to Measure
responsible (Lead persons and committee members responsible for implementing strategy.)  ECE teachers Kindergarten teachers School principals	(Projected timeframe for the implementation and completion of strategy.)  Final month of school or March parent meetings.	Budget (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	Agenda item for ECE professional development sessions in October with reminders at February sessions.	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.

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

# ADDENDUM F HIGHLY QUALIFIED TEACHER PLAN

#### **HIGHLY QUALIFIED TEACHER PLAN**

Describe your school's strategies to attract and retain highly qualified teachers, including new teachers. Include plan for providing high quality and ongoing professional development. Note: See attached Professional Development Plan.

#### **SAMPLE:**

Strategy 1 Hire teachers that are highly qualified for the positions for which they apply.

Action Steps to support strategy	Timeline (Projected timeframe for the implementation and	Resources and Budget (Materials, grants, funds and	Professional Development in Support of the Strategy	Assessment to Measure Strategy
The Human Resources department screens all applicants for positions and only allows interviews for those who are qualified.	completion of strategy.) This process follows the staffing timeline both for indistrict and out of district applications.	other resources targeted to support the strategy.) General fund—HR department	HR generalists and the recruiters are trained to understand the NCLB HQT requirements. Principals receive training on position and schedule control,	% HQ teachers in a building
Strategy 2 Use profession	onal development to retain	highly qualified teachers (I	ooth new and veteran)	
Action Steps to support strategy	Timeline (Projected timeframe for the implementation and	Resources and Budget (Materials, grants, funds and	Professional Development in Support of the Strategy	Assessment to Measure Strategy
Assign mentors to newly hired teachers	completion of strategy.) A minimum of 20 hours contact throughout the school year	other resources targeted to support the strategy.) General fund \$ for training, Federal \$ for stipends	Mentors receive training in the support of the new teachers. New teachers attend a series of professional development activities as a part of their industrian program.	% of new teachers who stay in a building.
Develop, with the professional development committee required by the DCTA Agreement, a professional development plan that meets the individual needs of the school staff.	Fall of each school year	Multiple sources	induction program. This is PD	Teacher retention rates as measured by the Balanced Scorecard.

