



Title I, Part A Requirements for Schoolwide Campuses

Liselotte Thompson

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The background features a light green gradient with faint, white, handwritten mathematical equations such as $a^2 + b^2 = c^2$ and $2x + 3y = 6$ scattered across it. On the right side, there is a partial view of a row of metal school lockers, showing their doors and combination locks.

***Why is my campus
Title I, Part A Schoolwide?***

Why is my campus Title I, Part A Schoolwide?

- *Poverty threshold over 40%*
- *District applied for Federal Funding (SAS application)*



The background features a light green wall with faint, white chalk-like mathematical equations such as $x^2 + 6x + 2$ and $5x^2 = 2$. On the right side, there are several rows of grey metal school lockers.

Campus Improvement Plan

What are the requirements of being Title I, Part A Schoolwide?

- ***The **campus(es)** must:***
 - ***Develop a Schoolwide Program Plan that:***
 - ***includes all ten required components***
 - ***describes use of Title I, Part A and other program resources***
 - ***includes list of state, district, and federal programs that will be included in the schoolwide program (ex: SCE, federal Title programs, others)***
 - ***describes how student assessment results will be provided to parents in language and form they understand***

What are the requirements of being Title I, Part A Schoolwide?

- *The campus(es) must:*
 - ***Involve parents and other community members in development of schoolwide plan***
 - ***Involve teachers, principals, administrators, and others who will participate in the planning process and carry out the plan***
 - ***Review and revise the plan as appropriate***

***What are the ten components
of a Title I, Part A
Schoolwide campus plan?***



Ten Components of a Title I, Part A Schoolwide Campus Plan

#1: Comprehensive needs assessment

#2: Schoolwide reform strategies

#3: Instruction by highly qualified teachers

#4: Professional development



Ten Components of a Title I, Part A Schoolwide Campus Plan

#5: Strategies to attract and maintain highly qualified teachers to high-need schools

#6: Parental involvement

#7: Transition from early childhood programs



Ten Components of a Title I, Part A Schoolwide Campus Plan

#8: Teacher involvement in academic assessment decisions

#9: Effective, timely assistance for students who experience difficulty reaching mastery standards

#10: Coordination of programs

#1: Comprehensive Needs Assessment

- *Based on student performance in relation to state content standards*
- *Needs of the entire school (including needs of migratory children)*
- *Data-driven program decisions*

#1: Comprehensive Needs Assessment

ANALYSIS:

- *What are some examples of data and other information that might be collected as part of the comprehensive needs assessment?*
 - **AEIS; TAKS; attendance/dropout; surveys of parents, community, teachers, students; other assessment results (TPRI, district assessments)**

#2: Schoolwide Reform Strategies

- *Opportunities for all students to meet the state's proficient and advanced levels*
- *Strategies to address needs of all students, but particularly low-achieving and those at risk of not meeting state achievement standards*

#2: Schoolwide Reform Strategies

- *Effective instructional strategies based on scientifically-based research that:*
 - **Strengthen core academic program**
 - **Increase amount and quality of learning time**
 - **Provide enriched and accelerated curriculum**
 - **Meet educational needs of historically underserved populations**

#2: Schoolwide Reform Strategies

ANALYSIS:

- *What are examples of schoolwide reform strategies and scientifically based research strategies?*
 - **Tutorials, computer-aided instruction, extended learning opportunities, parent involvement strategies, professional development,**
 - **Research-based math programs, research-based reading/ language arts programs/ strategies, etc.**

#3: Instruction by Highly Qualified Teachers

- *Definition of “highly qualified”*
- *Applied to all teachers teaching in core subject areas*



#3: Instruction by Highly Qualified Teachers

- *NCLB –Defining Highly Qualified*
- *More information available at <http://www.tea.state.tx.us/nclb/hqteachers.html>*

#4: Professional Development

- *High quality, sustained, intensive, classroom focused to impact classroom instruction and teacher performance*
- *No one day or short term workshops or conferences unless tied to broad instructional goals*
- *Intended for teachers, principals, paraprofessionals, and others as appropriate*

#5: Strategies to Attract HQ Teachers

- *Attract qualified teachers to high-need schools*
- *Students with greatest need have access to most qualified and experienced teachers*

#6: Parental Involvement

- *Parent involvement policy developed and distributed*
- *Describes strategies to increase district and campus parental involvement*
- *Includes annual evaluation of the policy in improving academic quality of Title I, Part A schools*

#6: Parental Involvement

- *Campus responsibilities:*
 - *Convene annual meetings to: explain participation in Title I, Part A and parent involvement rights*
 - *Offer flexible meetings*
 - *Involve parents in planning, review, and improvement of Title I, Part A programs*
 - *Provide information about curriculum and programs*

#6: Parental Involvement

- *Campus responsibilities:*
 - *Develop school-parent compact*
 - *Develop parent involvement policy*
 - *Build capacity for parental involvement*
 - *Provide notification in understandable and uniform format and in language parents can understand (to degree practicable)*
 - *Provide right-to-know concerning professional qualifications of teachers*

#7: Ensure Smooth Transition for Students

- *Specific plans and collaborative procedures are in place and implemented to ensure smooth transition for all students in the system*
- *Consider communication, parent involvement, curriculum alignment, joint staffings*

#8: Teacher Involvement in Academic Assessment Decisions

- *Measures to include teachers in decisions regarding use of academic assessments*
- *Information about improvement of performance of individual students and overall instructional program*
- *Example: collaborative sessions to review performance data and determine benchmark assessments*

#9: Effective, Timely Assistance for Students

- *Activities to ensure that effective, timely assistance is provided to students who have difficulty mastering proficient or advanced levels of academic achievement standards*
- *Includes measures to ensure that:*
 - **students are identified on a timely basis**
 - **sufficient information is provided on which to base effective assistance**

#9: Effective, Timely Assistance for Students

- *Consider:*
 - **Professional development for teachers in identifying and serving students who are experiencing difficulty**
 - **Communication with parents of students who have not mastered standards**

#10: Coordination of Programs

- *Coordination and integration between federal, state, and local services and programs*
- *Includes programs such as NCLB programs, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, job training*

Required Meetings



Required Meetings

- *Campus Improvement Planning*
- *Parent Involvement Policy*
- *School-Parent Compact*
- *Meetings for parents:*
 - **Title I campus**
 - **School-Parent Compact (Elementary)**
 - **TAKS (This information could be sent home)**
 - **Curriculum (This information could be sent home)**

Required Trainings



Required Training

- Educate teachers, administrators, and staff of value and utility of contributions from parents
- *Educate teachers, administrators, and staff about Title I (law) and how campus is implementing the Title I program.*
- *Educate parents on ways to work with their child to improve achievement*

Information to Provide Parents



Information to Provide Parents

- Right to ask about child's teachers qualifications
- Achievement of their child
- If child is taught by teacher that is not Highly Qualified
- If campus is in School Improvement Program (School Choice/ Supplemental Services)

Information to Provide Parents

- Information, meetings and activities shall be to the extent practicable and reasonable in a language and form the parents can understand
- *Shall provide flexible meeting times*

Region 4 ESC Contacts

*Liselotte Thompson, Senior Consultant
Accountability and Compliance Services*

713.744.6357

lthompson@esc4.net

*Dorothy White, Director
Accountability and Compliance Services*

713.744.6344

dwhite@esc4.net