

Title I Program Improvement NDMILE WebEx

Agenda

- ❖ Overview of NDMILE Program Improvement Requirements
- ❖ Crosswalk of NCLB Plan Components and NDMILE Key Indicators
- ❖ NDMILE Tool
- ❖ Program Improvement Plan Cover Sheet
- ❖ Program Improvement Timeline NDMILE Schools
- ❖ Questions

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No Child Left Behind Act of 2001 (NCLB) Crosswalk of NCLB Plan Components and NDMILE KEY Indicators

Schools in Title I program improvement must address each of the required components of a program improvement plan, as outlined in the *No Child Left Behind* (NCLB) Act of 2001.

Per NCLB Section 1116(b)(3):

SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

- 1) Incorporates strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
- 2) Adopts policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficiency level of achievement;
- 3) Allows for the required expenditure of not less than 10 percent of the funds available...for the purpose of providing to the school teachers and principal high-quality professional development that (I) directly addresses the academic achievement problem; (II) meets the requirements for professional development activities under 1119; and (III) is provided in a manner that affords increased opportunity for participating in that professional development;
- 4) Specifies how the funds...will be used to remove the school from school improvement status;
- 5) Establishes specific annual, measurable objectives for continuous and substantial progress by each group of students;
- 6) Describes how the school will provide written notice about the identification to parents;
- 7) Specifies the responsibilities of the school, the local educational agency, and the state educational agency. . . including specifying the technical assistance to be provided by the local educational agency;
- 8) Includes strategies to promote effective parental involvement in the school;
- 9) Incorporates, as appropriate, activities before school, after school, during the summer, and during an extension of the school year; and
- 10) Incorporates a teacher mentoring program.

Purpose

- Many NDMILE indicators are aligned with the required components of a program improvement plan according to the NCLB.
- The purpose of this document is to illustrate this alignment among the NDMILE KEY indicators.
- The following NCLB program improvement plan components do not have corresponding NDMILE indicators. Therefore, evidence regarding how the school will accomplish the components must be documented using the *Title I School Program Improvement Supplemental Report* located on the North Dakota NDMILE Dashboard.
 - 3) Allows for the required expenditure of not less than 10 percent of the funds available...for the purpose of providing to the school teachers and principal high-quality professional development that (I) directly addresses the academic achievement problem; (II) meets the requirements for professional development activities under 1119; and (III) is provided in a manner that affords increased opportunity for participating in that professional development;
 - 6) Describes how the school will provide written notice about the identification to parents;
 - 7) Specifies the responsibilities of the school, the local educational agency, and the state educational agency...including specifying the technical assistance to be provided by the local educational agency; and
 - 9) Incorporates, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Directions

- Schools identified for program improvement and utilizing the NDMILE process to fulfill the program improvement plan requirement, must:
 - Assess, plan, and develop tasks for a minimum of 20 KEY indicators as described in the crosswalk below.
 - Submit the 20 KEY indicators for review by **July 1, 2011**. (The NDMILE Dashboard indicates an October submission; however, since the school is in improvement, the first submission is due July 1, 2011.)
 - Complete and submit the *Title I School Program Improvement Supplemental Report* on the North Dakota NDMILE Dashboard by **July 1, 2011**.
 - Complete and submit the *SMART Goals* for each area (i.e., Reading and Math) in which the school has established Title I program improvement goals by **July 1, 2011**.
- Schools that choose not to use the NDMILE process to fulfill the program improvement plan requirement, must complete a paper Title I school program improvement plan which is also due **July 1, 2011**.
- Punctuality is very important as failure to submit these reports on time will disqualify a school's opportunity to receive a SIG award.

NCLB and NDMILE Crosswalk

1) Incorporates strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement

Additional requirements:

- Since several indicators in this section relate to instruction, the school must ensure that:
 - Developed tasks describe any policies and practices that are in place to help all students meet AYP in core academic subjects.
 - Documentation of research based strategies is provided that will strengthen academic subjects and address areas where AYP has not been fully achieved.
- Plan for 6 indicators in this section.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05		Teachers re-teach based on post-test results.
IIC01		Units of instruction include specific learning activities aligned to objectives.
IIC02		Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
IIC03		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.
IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09		Instructional Teams use student learning data to plan instruction.
IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
IIIA07		All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
IIIA08		All teachers review the previous lesson.
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10		All teachers stimulate interest in the topics.
IIIA11		All teachers use modeling, demonstration, and graphics.
IIIA13		All teachers explain directly and thoroughly.
IIIA14		All teachers maintain eye contact.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IIIA15		All teachers speak with expression and use a variety of vocal tones.
IIIA16		All teachers use prompting/cueing.
IIIA17		All teachers re-teach when necessary.
IIIA18		All teachers review with drilling/class recitation.
IIIA19		All teachers review with questioning.
IIIA20		All teachers summarize key concepts.
IIIA21		All teachers re-teach following questioning.
IIIA22		All teachers use open-ended questioning and encourage elaboration.
IIIA25		All teachers encourage students to paraphrase, summarize, and relate.
IIIA26		All teachers encourage students to check their own comprehension.
IIIA27		All teachers verbally praise students.
IIIA28		All teachers travel to all areas in which students are working.
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32		All teachers interact managerially with students (reinforcing rules, procedures).
IIIA33		All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
IIIA35		Students are engaged and on task.
IIIA37		All teachers travel about the room to assist students.
IIIA38		All teachers have documentation of the computer program's alignment with standards-based objectives.
IIIC01		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
IIIC04		Students raise hands or otherwise signal before speaking.
IIIC05		All teachers use a variety of instructional modes.
IIIC06		All teachers maintain well-organized student learning materials in the classroom.
IIIC08		All teachers display classroom rules and procedures in the classroom.
IIIC09		All teachers correct students who do not follow classroom rules and procedures.
IIIC10		All teachers reinforce classroom rules and procedures by positively teaching them.
IIIC12		All teachers engage all students (e.g., encourage silent students to participate).

2) Adopts policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State’s proficiency level of achievement

Additional requirements:

- Since several indicators in this section relate to instruction, the school must ensure that:
 - Developed tasks describe any policies and practices that are in place to help all students meet AYP in core academic subjects.
 - Documentation of research based strategies is provided that will strengthen academic subjects and address areas where AYP has not been fully achieved.
- Plan for 5 indicators in this section.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
ID01		A team structure is officially incorporated into the school improvement plan and school governance policy.
ID02		All teams have written statements of purpose and by-laws for their operation.
ID03		All teams operate with work plans for the year and specific work products to produce.
ID04		All teams prepare agendas for their meetings.
ID05		All teams maintain official minutes of their meetings.
ID06		The principal maintains a file of the agendas, work products, and minutes of all teams.
ID07		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff.
ID09		The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
ID10		The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
ID11		Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
ID13		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
IE01		The principal makes sure everyone understands the school’s mission, clear goals (short term and long term), and their roles in meeting the goals.
IE04		The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IE05		The principal participates actively with the school's teams.
IE06		The principal keeps a focus on instructional improvement and student learning outcomes.
IE07		The principal monitors curriculum and classroom instruction regularly.
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02		Units of instruction include standards-based objectives and criteria for mastery.
IIA03		Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., units tests and student work).
IIB01		Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team.
IID02		The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03		Teachers receive timely reports of results from standardized and objectives-based tests.
IID04		The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.
IID07		The Leadership Team monitors school-level student learning data.
IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
IIIA40		All teachers assess student mastery in ways other than those provided by the computer program.

- 3) **Allows for the required expenditure of not less than 10 percent of the funds available...for the purpose of providing to the school teachers and principal high-quality professional development that (I) directly addresses the academic achievement problem; (II) meets the requirements for professional development activities under 1119; and (III) is provided in a manner that affords increased opportunity for participating in that professional development**

Note: There is no NDMILE indicator match for this component. Complete the *Title I School Program Improvement Supplemental Report* on the North Dakota NDMILE Dashboard.

- 4) **Specifies how the funds...will be used to remove the school from school improvement status**

Additional Requirements:

- Plan for 3 indicators in this section.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IE09		The principal challenges, supports and monitors the correction of unsound teaching practices.
IF01		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
IF03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06		Teachers are required to make individual professional development plans based on classroom observations.
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08		Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IF10		The principal plans opportunities for teachers to share their strengths with other teachers.

5) Establishes specific annual, measurable objectives for continuous and substantial progress by each group of students

Additional requirements:

- Be sure the school documents specific objectives for each subgroup that has not met AYP when working with indicators in this section.
- Plan for 1 indicator in this section.

Note: Since there is limited NDMILE indicator match for this component, the school must also complete the *SMART Goals* for each area (i.e., Reading and Math) in which the school has established Title I program improvement goals. This is located on the NDMILE Dashboard.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

6) Describes how the school will provide written notice about the identification to parents

Note: There is no NDMILE indicator match for this component. Complete the *Title I School Program Improvement Supplemental Report* on the North Dakota NDMILE Dashboard.

7) Specifies the responsibilities of the school, the local educational agency, and the state educational agency...including specifying the technical assistance to be provided by the local educational agency

Note: There is no NDMILE indicator match for this component. Complete the *Title I School Program Improvement Supplemental Report* on the North Dakota NDMILE Dashboard.

8) Includes strategies to promote effective parental involvement in the school

Additional Requirements:

- Plan for 3 indicators in this section.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IG01		Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
IIIB01		All teachers maintain a file of communication with parents.
IIIB02		All teachers regularly assign homework (4 or more days a week).
IIIB03		All teachers check, mark, and return homework.
IIIB06		All teachers systematically report to parents the student's mastery of specific standards-based objectives.
IVA03		The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.
IVA11		Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers.
IVC03		Professional development programs for teachers include assistance in working effectively with parents.
IVD01		The school's Compact is annually distributed to teachers, school personnel, parents, and students.
IVD02		The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.
IVD03		The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home.

9) Incorporates, as appropriate, activities before school, after school, during the summer, and during an extension of the school year

Note: There is no NDMILE indicator match for this component. Complete the *Title I School Program Improvement Supplemental Report* on the North Dakota NDMILE Dashboard.

10) Incorporates a teacher mentoring program

Additional Requirements:

- Plan for 2 indicators in this section.

NDMILE KEY Indicators	Selection for Plan: (Place X)	
IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IF03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF10		The principal plans opportunities for teachers to share their strengths with other teachers.

**Program Improvement Plan Cover Sheet
2011-2012**

This cover sheet must accompany your school/district program improvement plan – Due July 1, 2011.

Requirements of a Program Improvement Plan

No later than three months after a school or district has been identified for program improvement they must develop a program improvement plan and submit it to the State Title I office for review and approval. For implementation purposes, North Dakota allows schools and districts in program improvement to choose whether to write a plan that covers a one-year or two-year period of time. Also, the school/district must consult with parents, school staff, the LEA, and outside experts in developing or revising its plan.

Please use the *Program Improvement Scoring Rubric for Schools* to write your school's program improvement plan. Please use the *Program Improvement Scoring Rubric for Districts* to write your district's program improvement plan. If both the school(s) and the district are identified, please use the *Program Improvement Scoring Rubric for Schools* and the *Program Improvement District Addendum* to write your school's and district's program improvement plans. Both of these documents can be found online at www.dpi.state.nd.us/title1/progress/plan.shtm.

Contact Information

Name of District: _____ Plan Contact Person: _____
Contact Phone Number: _____ Contact E-mail Address: _____

Select Type of Plan

- This packet contains a **District Plan** addressing the needs of the
School District: _____.
- This packet contains an **Individual School Building Plan** addressing the needs of the
School Building: _____.
- This packet contains **Individual School Building Plans**. A plan has been submitted for each of the following schools
School Building: _____.
School Building: _____.
- This packet contains a **District Addendum** addressing the needs of the
School District: _____.
- This packet contains **Two-Year Plans**. A two-year plan has been submitted for each of the following district/schools:
District: _____.
School: _____.
School: _____.
- The school has submitted its plan through the **NDMILE**.
School: _____.

Professional Development 10% Set aside

Districts and schools in years one and two of program improvement must set aside 10% of their district's/school's Title I allocation for professional development. The program improvement plan must contain an assurance that these funds have been set aside.

Districts and schools in years three through five (Corrective Action or Alternative Governance) have the option of whether or not to set aside 10% of their district's/school's Title I allocation for professional development.

If your school or district is in years three through five of program improvement (Corrective Action or Alternative Governance), please indicate below whether or not your district/school has chosen to set aside 10% for professional development.

- Yes, we have chosen to set aside 10% of our Title I funds for professional development.
 No, we have chosen to not set aside 10% of our Title I funds for professional development.

**Title I Program Improvement Timeline
NDMILE Schools**

- Determine Adequate Yearly Progress status (school and district) once the 2010-2011 AYP Reports are officially released. – **May 2011**
- Submit application for additional program improvement funds for the 2011-2012 school year – **Due May 18, 2011 for Tier I and Tier II Schools**
- Submit application for additional program improvement funds for the 2011-2012 school year. – **Due June 9, 2011 for Tier III Schools**
- Submit Program Improvement Annual Report (SFN 52820). – **Due June 30, 2011**
- Submit additional reports for supplemental services (if applicable). – **Due June 30, 2011**
 - ✓ Supplemental Services Provider Annual Report (SFN 54254)
 - ✓ Addendum to the Title I Final Financial Report for Supplemental Services
- Program improvement schools participating in the NDMILE must have assessed, planned, and developed tasks for 20 KEY indicators as outlined in the Crosswalk of NCLB Components and NDMILE Key Indicator document. In addition, NDMILE program improvement schools must submit their *Program Improvement Supplemental Report and SMART Goals* on the NDMILE dashboard. – **Due July 1, 2011**
- Submit Request for Funds (SFN 14660) and Follow-up Report for Additional Program Improvement Funds (SFN 52822) to obtain reimbursement for additional program improvement funding for 2010-2011 school year. (if applicable). – **Due July 10, 2011**
- Make arrangements for school choice (if applicable). – **Summer 2011**
- Make arrangements for supplemental educational services (if applicable.) – **Summer 2011**
- Ensure that the district prominently displays on its website required information on school choice and supplemental educational services. – **August 1, 2011**
- Develop letter to parents providing them with the required information regarding Adequate Yearly Progress and the school/district status. Sample letters are available in the AYP toolkits. **Email your Title I contact person for review** –Title I approval must occur before dissemination to parents. – **August 1, 2011**
- Submit Consolidated Application for Federal Title Programs. – **Final Due Date August 26, 2011**
 - ✓ Set aside funds for school choice/supplemental services (if applicable)
 - ✓ Complete information on 10% set aside for professional development (if applicable)
 - ✓ Complete information on corrective action/alternate governance (if applicable)
- NDMILE Title I program improvement schools submit indicator work. – **October 31, 2011**
- NDMILE Title I program improvement schools submit indicator work. – **January 31, 2012**
- NDMILE Title I program improvement schools submit indicator work. – **May 31, 2012**
- Program improvement schools that are participating in the NDMILE must implement tasks and monitor the school's plan (Step 6) relating to the 20 KEY indicators identified on July 1, 2011. – **Ongoing**
- Keep accurate documentation of additional program improvement fund expenditures during the 2011-2012 school year. This is needed when you submit the request for funds and follow-up report pertaining to additional program improvement funds. – **Ongoing**
- After your school has issued the required notices for parents to participate in school choice or supplemental services, review the funds that are set aside for these requirements. In order to avoid excess carryover, you must reallocate unused set aside funds to another activity by submitting a budget revision on the STARS. – **Ongoing**