

Sample Ledger to Identify Components

At the front of the plan there needs to be a ledger identifying the essential components for a schoolwide program.

Ten Schoolwide Program Components	
1	Comprehensive Needs Assessment
2	Reform Strategies
3	Instruction by Highly Qualified Teachers
4	High-Quality Professional Development
5	Strategies to Attract HQ Teachers
6	Strategies to Increase Parental Involvement
7	Transition
8	Teacher Decision-Making Regarding Assessments
9	Effective and Timely Assistance to Students
10	Coordination and Integration

At the front of the plan there needs to be a ledger identifying the essential components for a targeted assistance program.

Eight Targeted Assistance Program Components	
1	Use Part A Resources to Help Participating Children Meet the State's Student Performance Standards Expected for All Children
2	Based on Effective Means for Improving Achievement
3	Ensure Planning
4	Use Effective Instructional Strategies
5	Coordinate with and Support the Regular Education Program
6	Highly Qualified Staff
7	Highly Qualified Professional Development
8	Strategies to Increase Parental Involvement

Sample #1

Goals

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 1: 90% of all students will demonstrate proficiency on STAAR Reading, Math, Writing and Science assessments

Summative Evaluation: State Accountability Results, AYP Results in all areas

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar June
1) Instruct using C-Scope curriculum, to ensure academic success of all students.	1, 3, 9	Lorraine Randazzo Kathy Densmore Tiffany Buck	All teachers are observed planning and instructing with C-Scope curriculum			
2) Require schoolwide fluency practice homework for all students, K-5.	1, 2, 3, 6, 9	Classroom teachers	Increase the number of students meeting proficiency standards on weekly assessments, C-Scope assessments, DBA's and STAAR by 25%			
3) Provide Tier 2 and Tier 3 targeted intervention for children reading below grade level as determined by Universal Screener and TELPAS	1, 3, 8, 9, 10	Classroom teacher Reading Intervention (SIT) teachers, Reading intervention aides Tutors	Increase the number of students meeting proficiency standards on weekly assessments, C-Scope assessments, DBA's and STAAR by 25%			
Funding Sources: State Compensatory Education - \$47684.00, State Compensatory Education - \$23365.00, Title 1 School Improvement - \$23842.00, Title 1 School Improvement - \$23000.00, State Compensatory Education - \$7000.00						
4) Increase the use of high yield instructional practices through continuous discussion and evaluation of Power Walk data.	1, 2, 3, 8	Lorraine Randazzo Kathy Desmore Tiffany Buck Sherilynn Cotton	Increase the number of students meeting proficiency standards on weekly assessments, C-Scope assessments, DBA's and STAAR by 25%			
5) Utilize SuccessMaker 5.2 to improve reading and math skills students taking the STAAR	1, 2, 3, 8, 9, 10	Classroom teachers, Tiffany Buck	Increase the number of students meeting proficiency standards on weekly assessments, C-Scope assessments, DBA's and STAAR by 25%			
6) Utilize Math in Focus as a supplemental resource to raise the rigor of math instruction in grades K-2.	1, 2, 3, 8, 9	Classroom teachers	Increase the number of students meeting proficiency standards on weekly assessments, C-Scope assessments, DBA's and STAAR by 25%			
Funding Sources: Title 1 School Improvement - \$1760.00						

Sample #2

Goal 1: *Example:* Blank ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Objective 1: *Example:* By May 2008, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Data	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
2006-07											
% Met Standard											

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<i>Example:</i> Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Core subject teachers	Every 3 weeks	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate

*Identify the Title 1 Schoolwide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for schoolwide schools have been addressed. Delete the column if desired.

Target Assistance VS Schoolwide Programming

Target Assistance

Target Assistance Schoolwide Eligibility

A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.

Allowable Expenditures

A targeted assistance school uses Title I funds to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.

Student Selection

A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.

Schoolwide Plan

Responsibility

The administrators and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.

Schoolwide Programming

A school is eligible to become a Title I schoolwide program if it has a poverty level of at least 40 percent and it is receiving Title I funding.

A schoolwide program uses Title I funds to upgrade the entire educational program of the school. Title I funds can be used to serve all children.

A schoolwide program is not required to identify particular children as eligible for Title I services.

No comparable provisions. A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.

No comparable provisions because there are no distinctions between staff that may be paid with Title I funds and those who are not. **All staff supports the schoolwide project.** There is no one labeled a "Title I Teacher."

Target Assistance

Student Services Supplement - Not Supplant

A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.

Annual Review

A targeted assistance school must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help Title I children meet the State's standards.

Program Coordination

The Title I program should coordinate Title I, Part A resources with other resources.

Parental Involvement

Targeted assistance schools must comply with Title I requirements for parental involvement.

Schoolwide Programming

A schoolwide program may use Title I funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school.

A schoolwide program; however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school). Overall, services must be extra to ALL students.

A schoolwide program must review the progress of its schoolwide plan on an ongoing basis. The plan must be reviewed and revised in order to help ALL children at the school meet the State's standards.

Schoolwide program must coordinate its resources with other programs and is also given the option to combine its federal funds.

Schoolwide schools must comply with Title I requirements for parental involvement.