

# Title I Planning Requirements for Districts and Schools

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*This guide identifies Title I-specific planning requirements for districts and schools receiving federal Title I funds, and outlines ways in which certain plans may be consolidated in order to reduce the administrative burden associated with district and school improvement planning.*

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## Overview

State and federal laws require Massachusetts public schools and districts to create, implement, and monitor a number of different plans that describe strategies for program implementation and evaluation, instructional reform, and student achievement. The district and school tables below list state improvement planning requirements and federal Title I-specific planning requirements. The remainder of the document describes the planning requirements in further detail and suggests how to consolidate school improvement and Schoolwide program plans. For additional information on Title I program planning and implementation, refer to *A Handbook for Title I Directors* on the Massachusetts' Department of Elementary and Secondary Education (ESE) Title I website.

<b>District Plan</b>	<b>Description</b>
District improvement plan	<i>A comprehensive, three-year plan for district improvement initiatives and objectives</i>
Annual district action plan	<i>An annual statement of the specific activities, personnel, resources, and timelines identified in the district's three-year improvement plan</i>
<b>School Plan</b>	<b>Description</b>
School improvement plan	<i>A description of the strategies to be employed for improved student performance, updated annually</i>
Title I Schoolwide program plan	<i>A comprehensive plan for reforming the school's instructional program using supplemental Title I, Part A funds</i>

### District Improvement Plans

The district improvement plan is a comprehensive, three-year improvement plan each district is required to develop under state law. All districts, regardless of Title I status, must develop and maintain this plan. Required components include: (a) an analysis of student and subgroup achievement gaps in core subjects; (b) identification of specific improvement objectives; (c) a description of the strategic initiatives the district will undertake to achieve its improvement objectives; and (d) performance benchmarks and processes for evaluating the effect of district improvement initiatives. The plan should also describe the professional development activities that will support each district improvement initiative and the teacher induction and mentoring activities that will be undertaken to support successful implementation of the district's improvement efforts.

The three-year district improvement plan is supplemented annually with the district action plan. The annual action plan identifies the specific activities, persons responsible, and timelines for action to be taken as part of the initiatives set forth in the district's three-year improvement plan, as well as the staff and financial resources allocated to support these initiatives.

In revising district plans based on the district's Accountability and Assistance Level, planners should use the *District Standards and Indicators*—a resource developed by ESE in partnership with the field—as the basis for data analysis and in assessing the actions the district and its schools must take to improve their performance. The Standards are grouped into six categories (with a total of 24 indicators):

- Leadership and governance
- Curriculum and instruction
- Assessment
- Human resources and professional development
- Student support
- Financial and asset management

## School Improvement Plans

In addition to the three-year district improvement plan, state law also requires a school improvement plan to be formulated annually that is consistent with the goals articulated in the district improvement plan. School improvement planning should be guided by the *Conditions for School Effectiveness* (CSEs), eleven elements that ESE and its partners have identified as characteristics of effective schools:

- |   |  |
|---|--|
| I. Effective district systems for school support and intervention | VII. Professional development and structures for collaboration |
| II. Effective school leadership                                   | VIII. Tiered instruction and adequate learning time            |
| III. Aligned curriculum   | IX. Students' social, emotional, and health needs              |
| IV. Effective instruction   | X. Family-school engagement                                    |
| V. Student assessment   | XI. Strategic use of resources and adequate budget authority   |
| VI. Principal's staffing authority                                |  |

In revising the district improvement plan, the district is also assessing the extent to which the CSEs are present in each school. The table below shows the relationship between the Standards and the CSEs:

District Standards	Conditions for School Effectiveness
Leadership and governance	I. Effective district systems for school support and intervention II. Effective school leadership
Curriculum and instruction	III. Aligned curriculum IV. Effective instruction
Assessment	V. Student assessment
Human resources and professional development	VI. Principal's staffing authority VII. Professional development and structures for collaboration
Student support	VIII. Tiered instruction and adequate learning time IX. Students' social, emotional, and health needs X. Family-school engagement
Financial and asset management	XI. Strategic use of resources and adequate budget authority

Districts and schools can use *Conditions for School Effectiveness Self-Assessment* to review each school's current practices and assess their progress in implementing each condition. The *Conditions for School Effectiveness Self-Assessment* is suggested for Level 1 or Level 2 schools, but is required for schools placed in Level 3.

These district and school improvement planning requirements also meet federal Title I requirements for improvement planning.

## Schoolwide Program Plans

A school may operate a Title I Schoolwide program if at least 40 percent of the students enrolled in the school or residing in the school attendance area are from low-income families in the first implementation year. All students and teachers in a Schoolwide program may benefit from Title I services. Any eligible school that desires to operate a Schoolwide program must first develop or amend a comprehensive plan for reforming the total instructional program in the school that:

- Describes how the school will implement the required components of a Schoolwide program;
- Describes how the school will use Title I and other resources to implement those components;
- Includes a list of state, local, and federal programs that will be consolidated in the Schoolwide program;
- Describes how the school will provide individual student academic assessment results to the parents of a child who participates in the state assessments in a language the parents can understand, including an interpretation of those results; and
- Is developed prior to implementation with the involvement of parents and other members of the community and individuals who will carry out the plan, including parents, teachers, principals, administrators, and, in secondary schools, students.

In developing the plan, particular attention should be given to the following federally required Schoolwide program components:

1. A comprehensive needs assessment of the entire school
2. Schoolwide reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
8. Measures to include teachers in decisions regarding the use of academic assessments to inform and improve the achievement of individual students and the overall instructional program
9. Activities to ensure that students who have difficulty demonstrating proficiency on academic achievement standards will be provided with effective, timely additional assistance
10. Coordination and integration of federal, state, and local services and programs

Each school operating a Schoolwide program must have its own plan, which should reflect the proposal presented in the district's approved Title I, Part A grant application.

### Alignment of School Improvement and Title I Schoolwide Program Plans

The table below shows where the CSEs align with federal Title I planning requirements. The crosswalk demonstrates that by addressing the CSEs, a district is likely addressing planning federal planning requirements, enabling a district to consolidate plans.

<b>Conditions for School Effectiveness</b>	<b>Title I Schoolwide program plan requirements</b>
I. Effective district systems for school support and intervention	#1 (comprehensive needs assessment) #2 (schoolwide reform strategies) #7 (student transition plans) #9 (effective, timely student assistance) #10 (local program coordination)
II. Effective school leadership	#2 (schoolwide reform strategies) #4 (high quality professional development)
III. Aligned curriculum	#2 (schoolwide reform strategies)
IV. Effective instruction	#2 (schoolwide reform strategies) #3 (instruction by highly qualified teachers) #8 (teacher use of assessments) #9 (effective, timely student assistance)
V. Student assessment	#2 (schoolwide reform strategies) #8 (teacher use of assessments) #9 (effective, timely student assistance)
VI. Principal's staffing authority	#2 (schoolwide reform strategies)
VII. Professional development and structures for collaboration	#2 (schoolwide reform strategies) #3 (instruction by highly qualified teachers) #4 (high quality professional development) #5 (strategies to attract teachers) #8 (teacher use of assessments) #10 (local program coordination)
VIII. Tiered instruction and adequate learning time	#2 (schoolwide reform strategies) #8 (teacher use of assessments) #9 (effective, timely student assistance)
IX. Students' social, emotional, and health needs	#2 (schoolwide reform strategies)
X. Family-school engagement	#2 (schoolwide reform strategies) #6 (strategies to increase parent involvement)
XI. Strategic use of resources and adequate budget authority	#2 (schoolwide reform strategies) #10 (local program coordination)

## Resources

Conditions for School Effectiveness:

<http://www.doe.mass.edu/apa/ucd/CSE.pdf>

Conditions for School Effectiveness Self-Assessment:

<http://www.doe.mass.edu/apa/ucd/CSESelf-Assesment.pdf>

District and School Improvement Plans (603 CMR 2.00):

<http://www.doe.mass.edu/lawsregs/603cmr2.html?section=all>

District Standards and Indicators:

<http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf>

Handbook for Title I Directors:

<http://www.doe.mass.edu/apa/titlei/handbook/default.html?section=HB>

Title I, Parts A & D grant applications:

<http://www.doe.mass.edu/apa/titlei/grant-applications/default.html>

Title I Schoolwide program plan:

<http://www.doe.mass.edu/apa/titlei/parta/program-design/SchoolwidePrograms.pdf>