

Title I Planning Requirements for Districts and Schools

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.

Contents

Overview	1
District Improvement Plans.....	2
School Improvement Plans.....	3
Schoolwide Program Plans	4

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](#).

District Plan	Description
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>
School Plan	Description
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 is:

- Developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and administrators of programs included;
- Regularly monitored and revised as necessary based on student needs;
- Developed in coordination and integration with other Federal, State, and local services, resources, and programs;
- Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly those children who are failing or most at risk of failing to meet those standards;
- Inclusive of description of the strategies the school will use to:
 - Provide opportunities for all children to meet the challenging State academic standards, particularly those most at risk of not meeting those standards; and
 - Strengthen the academic program of the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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.