



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I Updates

November 2013

Title I Team: Charlie Geier, Rachael Havey, Cindy Hurst, Anthony Tharp
Title I Grants Management Team: Jeff Barber, Jeff Coyne, Linda Cummins, Katie Dillon, Liz Harmon, Brenda Martz, Lenee Reedus

Title I - Grants Management Information:

Amendments:

November 1

Amendment period for 2013-2014 Part A and Part D opens.

NCLB Compliance:

November 1

Due date for Section 9524 of NCLB Compliance to USDOE

Neglected and Delinquent:

November 4

Annual survey for Neglected and Delinquent opens

Fiscal Notes

LEAs that have filed the Final Expenditure Report for FY13 and are not in excess carryover **should** have access to carryover funds for amendment purposes through the Title I application center on November 15th.

Final Title I Allocations **are expected** to be in the mail November 13th.

Upcoming Professional Development Opportunities:

November 11-12, 2013 – Design Studio – Lesson Study – Evaluating Instructional Practices – NWIESC – Region 6 – Merrillville HS - [more information](#)

November 13, 2013 – Title I, II, III – ECESC Region 4 - [more information](#)

November 14, 2013 – The Daily 5 – Region 8 ESC - [more information](#)

November 15 – 16, 2013 – Literacy Retreat – Hilton Garden Inn, Ft. Wayne, IN - University of Saint Francis – contact Nancy Hanke, NHANKEE@sf.edu

November 18, 2013 – Title III Fall Meeting, WVEC Region 5 – [more information](#)

November 19-20, 2013 – Differentiated Instruction K-12 – WVEC Region 5 – [more information](#)

November 20, 2013 – Classroom Culture, Management and Positive Discipline - ECESC Region 4 – [more information](#)

December 2, 2013 – Title I, II, III Networking Meeting – CIESC Region 9

December 3-4, 2013 – Designing and Using Formative Assessment Effectively – NWIESC – Region 6 – Highland HS - [more information](#)

December 4, 2013 – Keys to Comprehension: Grades 4-8 – NIESC – Region 7 - [more information](#)

UNIFIED TEAM FOR TITLE I

The Title I Team, Grants Management Team, Finance Office, and the Outreach Division of School Improvement work collaboratively to support Title I LEAs and schools.

Title I: Professional Development, Program Support and School Improvement – 1003(a) and 1003(g), Focus and Priority Monitoring

Grants Management: Application and Amendment review, Compliance, On-Site and Desktop Monitoring and Program Support for Title I, Part A and Part D

Finance Office: Allocations, reimbursement, and expenditure reporting.

Outreach: Onsite, in the field, school support and Focus and Priority Monitoring

OUTREACH COORDINATORS:

Region 1: Kara Yates and Karen York

Region 2: Rebecca Reeves

Region 3: Heather Baker

Region 4: Kathy McCarty

Region 5: Dianne McKinley

Region 6: Daniel Bundridge and Linda Randolph

Region 7: Lisa Dercach

Region 8: Doug Thieme

Region 9: Deb Conkle, Sherry Curry, and Debbie Yates



Topic of the Month – School-wide Planning

To Become a School-wide Program:

Schools must:

- Meet/exceed 40% poverty based on free/reduced lunch, AND
- Develop a plan that includes statutory requirements
- Under Indiana’s ESEA Waiver, Focus and Priority schools may waive the 40% requirement to become school-wide.
- Submit a signed assurance form prior to submitting the application.

More information is available on Learning Connection.

IDOE CLOSED

Monday, November 11, 2013

In observance of Veterans Day

**Thursday, November 28, 2013 and
Friday, November 29, 2013**

In observance of Thanksgiving Holiday

**Waiver Corner
Focus-Targeted Schools**

Under the ESEA Flexibility Waiver Title I schools will have school placement categories along with the assigned A-F grade: Reward, Focus-Targeted, Focus, and Priority. An A, B, or C school which fails to meet the requirement for any ESEA subgroup will be a Focus-Targeted School. Focus-Targeted schools should define their interventions for the missed ESEA subgroups in their School Improvement Plans.

For more information, visit:
[IDOE Flexibility Waiver](#)

School-wide Plan: Section 1114 (b) (2) Any school that operates a school-wide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that: i. Describes how the school will implement the components described below; ii. Describes how the school will use resources under this part and other sources to implement the components; iii. Includes a list of SEA programs and other federal programs that will be consolidated in the school-wide program; iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

COMPONENTS OF A SCHOOLWIDE PLAN:

1. A Comprehensive Needs Assessment (CNA) of the whole school
2. Implementation of school-wide reform strategies that:
 - Provide opportunities for all children to meet proficient and advanced levels of student academic achievement
 - Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthens the core academic program
 - Increases the amount of learning time
 - Includes strategies for serving underserved populations
 - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
 - Address how the school will determine if those needs of the children have been met
 - Are consistent with, and are designed to implement state and local improvement plans, if any
3. Highly qualified teachers in all core content area classes
4. High quality and on-going professional development for teachers, principals, and paraprofessionals
5. Strategies to attract high-quality, highly qualified teachers to this school
6. Strategies to increase parental involvement, such as literary services
 - 6a. Description of how the school will provide individual academic assessment results to parents
 - 6b. Strategies to involve parents in the planning, review, and improvement of the school-wide plan
7. Plans for assisting preschool children in the transition from early childhood program, such as Head Start, Even Start, Early Reading First, or a state-run preschool program
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance
10. Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components
 - 10a. A list of programs that will be consolidated under the school-wide plan (if applicable)