

Basic Needs Assessment and Planning Resources for the CCIP

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Summary: This document includes resources to use in doing the district/agency needs assessment and plan for the CCIP: a link to a step-by-step needs assessment process with many resources, a list of the current federal/AYP goals, a list of basic data analysis questions, a matrix of CCIP plan requirements, and a list of all the prewritten strategies available in the CCIP.

Needs Assessment

The academic needs, problems and challenges you uncover as part of the Needs Assessment process become the basis for targeting your Comprehensive Continuous Improvement Plan (CCIP), the online federal application. An example of a step-by-step Needs Assessment process (including many resources) is listed in "[How to Make the Data Work For You](#)" located on the Office of Field Relations Web site. This article is written from a regional perspective, but the process for a district is the same.

Other Forms of Data

Other forms of data a district needs to analyze besides Accountability Workbook data are included in the Needs Assessment Scoring Rubric: <http://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=843> and Rating Tool on page 2: <http://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=841>. The North Central Association, working in association with ODE, also lists many types of data and examples that correspond to the Needs Assessment Rating Tool: <http://www.ncacasi.org/>.

Basic Data Analysis Questions

These questions are to help pinpoint problems to better target solutions:

State Achievement Tests-Disaggregated Data

- Which content areas have significant numbers of students scoring below the standard (AYP/federal goal)?
- Which tested grades show significant numbers of children scoring below the standard?
- What is the percentage of students by disaggregated group scoring below the standard compared to the percentage of all students?
- Do variations among disaggregated groups exist in these below-standard scores?
- Do variations among tested grades exist in these below-standard scores?
- What trends (3-5 years data) exist for the students who scored below the standard?

Subscale Report

- Which subscales for each content area have significant numbers of students scoring below the standard for the subscale?
- What is the percentage of students, by disaggregated group, scoring below the standard for the subscale compared with percentage of all students?

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- Do variations among disaggregated groups exist in the subscale analysis?
- Do variations among tested grades exist in the subscale analysis?
- What trends (3-5 years of data) exist for the students who scored below the standard?

Classroom/Student Data

- In which buildings or classes are low-performing disaggregated groups located?
- Who are the students in these disaggregated groups (analysis down to subgroup and individual level)?
- Has an item analysis of test questions been conducted to determine the types of assessment questions and processes these students are missing?
- Are the same questions missed by many students?
- What are the grade-level indicators these questions incorporate that the identified students do not know?
- Is there a pattern of student performance reflecting curricular or instructional concerns? Especially in disaggregated test results?
- Are the grade-level indicators clearly included in the curriculum and evident in lesson plans?
- Are the grade-level indicators clearly observed in principal or peer walk-throughs?

Students with Disabilities Data

- What percentage of students with disabilities in the district are taking the state achievement tests?
- What percentage are passing the tests?
- What percentage of students with disabilities are in regular classrooms (including preschools)?
- What percentage of IEP goals and measures are aligned with state content standards?

Limited English Proficient Students Data

- What percentage of limited English proficient students are attaining English proficiency by the end of the year?

Highly Qualified Teachers and Paraprofessionals Data

- What percentage of core teachers in the district are NOT highly qualified, using the federal definition and ODE Worksheets? In the aggregate and in high-poverty schools?
- What percentage of instructional paraprofessionals in Title I-supported programs are NOT highly qualified?
- What percentage of teachers are NOT participating in research-based, high-quality professional development (as defined by the federal government)?

Violence, Alcohol, Tobacco, and Other Drugs (V/ATOD) Data

- Are any schools classified as persistently dangerous?
- Which alcohol, tobacco and other drugs indicators are high, and/or of particular concern to parents and community (number or occurrences and percentage of students using, possessing, distributing V/ATOD)?
- In comparing incident rates across buildings and to district averages, are there buildings of particular concern?
- Are there particular incident rates relating to test score concerns?
- What trends (3-5 years of data) exist for any of the above items?

Attendance Data

- What concerns exist for attendance? By disaggregated group?
- Do buildings with higher rates of discipline incidents have corresponding attendance concerns?
- How do attendance rates relate to test score concerns?

Graduation Data

- What percentage of students are not graduating each year with a regular diploma, by disaggregated group? What trends (3-5 years of data) exist?
- What percentage of students are dropping out of school, by disaggregated group? Trends?

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- What concerns for promotion, retention, drop out and graduation rates exist? By disaggregated group?

Other Data

- What are other indicators of severe problems from parent/staff/student surveys and focus groups; community/employer complaints; process/operational and program reviews; and financial audits; etc.)

Data Comparisons

- How do the state achievement test scores compare with classroom grades?
- What trends exist in this comparison of state test results and classroom grades?
- Does other data support or contradicts assessment results?
- How do district scores compare with state assessment scores? Scores of similar districts?

Federal Goals and Performance Measures

While analyzing the district’s/agency’s problems and strengths, you need to know where you are headed and how you are doing compared to others. The Federal government has already figured that out for us. All districts/agencies receiving federal No Child Left Behind (NCLB) funds are required to work toward achieving the long-term federal goals. The Goals can be found in the CCIP in the Goal dropdown box in the CIP Planning Tool. All are listed together below, including the annual AYP Goals for Ohio:

CCIP Federal/AYP Goals			
Goal Priority Area	Federal Long Term Goal	Performance Measures	2006-07 Adequate Yearly Progress Goal
1. Reading/ Language Arts	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts.	1.1 The percentage of students, disaggregated by all students, students from major race/ethnic groups, economically disadvantaged students, students with disabilities and students with limited English proficiency, who are at or above the proficient level in reading/language arts on the state’s assessment {NCLB, Sec. 1111 (h)(1)(C)(i)}.	3 rd grade Reading 71.2% 4 th grade Reading 68.3% 5 th grade Reading 68.3% 6 th grade Reading 75.8% 7 th grade Reading 68.6% 8 th grade Reading 73.8% 10 th grade Reading 71.8%
2. Mathematics	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.	2.1 The percentage of students, disaggregated by all students, students from major race/ethnic groups, economically disadvantaged students, students with disabilities and students with limited English proficiency, who are at or above the proficient level in mathematics on the state’s assessment.	3 rd grade Math 60.6% 4 th grade Math 67.1% 5 th grade Math 49.6% 6 th grade Math 55.1% 7 th grade Math 47.3% 8 th grade Math 47.5% 10 th grade Math 60.0%
3. Limited English Proficiency (LEP), also referred to as English as a Second Language (ESL)	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	3.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. 3.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1 above. 3.3. The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 2.1 above.	3 rd grade Reading 71.2% 4 th grade Reading 68.3% 5 th grade Reading 68.3% 6 th grade Reading 75.8% 7 th grade Reading 68.6% 8 th grade Reading 73.8% 10 th grade Reading 71.8% 3 rd grade Math 60.6% 4 th grade Math 67.1% 5 th grade Math 49.6% 6 th grade Math 55.1% 7 th grade Math 47.3% 8 th grade Math 47.5%



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CCIP Federal/AYP Goals			
Goal Priority Area	Federal Long Term Goal	Performance Measures	2006-07 Adequate Yearly Progress Goal
			10 th grade Math 60.0%
4. Highly Qualified Teachers (HQT)	By end of 2005-2006, all students will be Taught by highly qualified teachers (as defined by NCLB).	<p>4.1 The percentage of classes being taught by highly qualified teachers, including special Education preschool and school-age teachers, {NCLB, Sec. 9101(23)}, in the aggregate and in high poverty schools {NCLB, Sec. 1111(h)(1)(C)(viii)}.</p> <p>4.2 The percentage of teachers receiving high quality professional development {NCLB, Section 9101 (34)}.</p> <p>4.3 The percentage of instructional paraprofessionals in Title I-supported programs who are qualified {NCLB, Sec. 1119 (c) and (d)}.</p>	<p>Status for SY 2005-06:</p> <p>All Schools in State: percentage of Core Academic Classes Taught by Highly Qualified Teachers: 94.41%</p> <p>Elementary Schools: High Poverty 89.68% Low-poverty 99.16% All Elem. Schools 95.85%</p> <p>Secondary Schools: High Poverty 90.14% Low Poverty 97.01% All Second. Schools 92.94%</p> <p>98.0% of professional development is high quality.</p> <p>79.58% of Title I paraprofessionals are qualified.</p>
5. Safe and Drug Free Learning Environment	All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<p>5.1 The number of persistently dangerous schools, as defined by the State.</p> <p>5.2 The percentage of students, who used, possessed or distributed alcohol, tobacco, and other drugs on school property.</p> <p>Recommended performance measures: --Annual number and % of students who carried a weapon (for example, a gun, knife, or club) on school property. --Annual number and % of students who engaged in a physical fight on school property. --Annual number and % of students who used, possessed, or distributed alcohol, tobacco, and other drugs on school property. --Annual number and % of student suspension and expulsion by discipline type as reported in the district's annual EMIS Report. --Annual number and % of youth that refrain from use or abuse of illegal substances, alcohol, or tobacco. --Annual number and % of youth who</p>	<p>Goal: To have no school classified as persistently dangerous, as defined by ODE.</p> <p>Status: No school is classified as persistently dangerous.</p> <p>Districts are required to set their own local goals for decreasing the violence, alcohol, tobacco, and other drug indicators.</p>



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CCIP Federal/AYP Goals			
Goal Priority Area	Federal Long Term Goal	Performance Measures	2006-07 Adequate Yearly Progress Goal
		participate in meaningful community activities.	
6. Graduation	All students will graduate from high school	6.1 The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. 6.2 The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.	Graduation 73.6%

CCIP Strategy Descriptions

The CCIP gives many examples of strategies to use; they are listed below. These are generic examples only so you will need to add the information to the strategy to make it pertain to your district and needs.

CCIP Strategy Title	CCIP Strategy Description
1 State Content Standards Alignment	Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.
2 State Content Standards	Ohio's Early Learning Content Standards and Kindergarten Standards.
3 Instruments to Track Student Progress	Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with highly specific curriculum guides.
4 Data Collection and Analysis	Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects drive decisions about practice and commit to results.
5 System of Accountability	Develop and implement a system of accountability by designing effective evaluations to incorporate multiple measures of success that reflect program goals and employ well designed quantitative studies.
6 Policies to Improve Results	Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.
7 Prevention/Intervention (Reading & Mathematics)	Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.
8 Parent Education Involvement (Reading & Mathematics)	Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.
9 Comprehensive Family Literacy Services	Provide the four components of adult education, early childhood education, parenting education, and parent/child time together in an intense, holistic program for families living in poverty with adults who need literacy skill enhancement and have children ages birth to eight.



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CCIP Strategy Title	CCIP Strategy Description
10 Instructional and Educational Materials	Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.
11 Targeted Additional Resources	Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance.
12 Prof Development - Impact Student Achievement Gaps	Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.
13 Prof Development - Understand Student Needs	Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for racial and ethnic groups, limited English proficient students, students with disabilities and economically disadvantaged students.
14 Professional Development - Improve Student Performance	Provide ongoing, high-quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.
15 Evaluation of Professional Development	Develop and implement a system to evaluate professional development in relationship to changes in instructional practices and improved student results.
16 Libraries and Staff Study Groups	Create school professional libraries and establish staff study groups focused on scientifically based research to build capacity and support academic reforms that impact student achievement.
17 Class-Size Reduction	Hire highly qualified teachers in order to reduce class size.
18 Technology That Impacts Teaching and Learning	Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.
19 Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)	A planned process of approaches and activities designed to preclude the onset of violence, alcohol, tobacco and other drug problems.
20 Intervention (Violence, Alcohol, Tobacco, and Other Drugs)	A planned process of approaches and activities designed to change a persons or groups behavior who may be in the beginning stages of violence, alcohol, tobacco and other drug problems.
21 Parent/Community Involvement (Violence, Alcohol, Tobacco, and Other Drugs)	Refers to awareness and training activities for parents, law enforcement officials, judicial officials, health service providers, and community leaders in the areas of violence, alcohol, tobacco and other drugs prevention, education, early intervention or rehabilitation referral.
22 Safety and Security	Refers to security efforts to enhance prevention, identification and intervention as a means of insuring a safe, drug-free environment for the student population.
23 Evaluation (Violence, Alcohol, Tobacco, and Other Drugs)	The overall evaluation of the violence, alcohol, tobacco and other drugs prevention in a district (not the assessment of individual performance indicators or activities that is required).
24 Children with Disabilities Participate in Statewide Assessments	A. Participation of children with disabilities in statewide assessments/proficiency tests with or without accommodations. B. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

CCIP Strategy Title	CCIP Strategy Description
25 Systems of Intervention and Special Education	Align systems of intervention and special education with scientifically based research curriculum, instruction and assessment and with the state's academic content standards.
26 Develop and upgrade programs/expand enrollment	Increase enrollment in and develop secondary, adult and postsecondary career-technical programs aligned with state academic and business/industry standards to meet Ohio's critical workforce needs.
27 Strengthen academic, career and technical skills	Create and maintain a system that reflects the academic and technical rigor and requirements for success in college and in careers.
28 Develop, improve and expand the use of technology	Integrate and use technology in instruction, assessment, administration, career decision-making, and program design.
29 Provide programs that address all aspects of an industry	Facilitate communication, collaboration and networking between secondary institutions, postsecondary institutions, agencies, and employers to develop programs that reflect the economic structure and comprehensive operation of the business/industry field.
30 Provide professional development	Provide or support pre-service and/or in-service training to teachers, administrators, counselors and other education personnel to insure high quality career-technical education, comprehensive career development activities and high school improvement initiatives.
31 Evaluate programs and assess services including those to special populations	Evaluate the design and delivery of programs and services to all students (including individuals with disabilities, limited English proficiency, from economically disadvantaged families, preparing for nontraditional careers, and/or with other barriers to educational achievement) and establish and develop strategies to address deficiencies in programs and services.
32 Provide services of sufficient size, scope and quality to be effective	Design and deliver options that maximize student opportunities, meet current and future labor market needs, drive systemic change at secondary and postsecondary levels and reflect depth and breadth across career fields.
33 Support Career education and development	Provide timely career development and career exploration activities to insure that students have the information essential for selecting and progressing in career fields of choice.
34 Link secondary and adult education with postsecondary education	Maximize student options through the integration of high school and postsecondary (associate, baccalaureate and apprenticeship) pathways to achieve a seamless, non duplicative system.
35 Align middle school and secondary curriculum to state academic and technical standards	Engage middle school and secondary faculty and staff in alignment of courses across the curriculum.
36 Involve and communicate to parents, teachers, and community members	Communicate progress made in implementing school improvement initiatives that impact student achievement and seek input from external advisory bodies.
37 Improved basic skills performance of ABLÉ students	Improve the basic skills performance of adult learners most in need of ABLÉ services through providing instruction that utilizes evidence-based methods and that is of sufficient intensity and duration to achieve established performance levels.



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CCIP Strategy Title	CCIP Strategy Description
38 Improved listening, speaking, reading and writing skills of adult ESOL students	Improve the listening, speaking, reading and writing skills of adult ESOL students through providing instruction that utilizes evidence-based methods and that is of sufficient intensity and duration to achieve established performance levels.
39 Postsecondary education and training	Place ABLE and ESOL students in postsecondary education or training.
40 Employment and employment retention	Place ABLE and ESOL students in unsubsidized employment and provide them with the skills and information needed to maintain employment.
41 GED preparation	Provide students with the instruction they need to take and pass the GED test.
42 Parental involvement in children's education and literacy activities	Increase involvement of parents, custodians and primary care givers in children's education and literacy-related activities.
43 Operation of efficient and effective ABLE programs	Optimize services to adult students by operating an effective and efficient ABLE program that adheres to the ABLE Indicators of Program Quality.
44 Improved civics understanding of ESOL adult students	Improve the civics understanding and participation of ESOL adult students by providing instruction that integrates listening, speaking, reading and writing instruction within contextual instruction.

One Plan--Matrix of CCIP Components/Requirements

As you are working through the data and determining solutions to your needs, don't forget ODE and the USDOE requires only one plan for the grants listed inside the CCIP. To target your needs, you must be very focused. Several plans that are not aligned with the CCIP will dilute your efforts and confuse your stakeholders.

Below is a matrix to show you how the requirements of the federal government converge in the CCIP--whether they a part of the District Plan, District Improvement Plan, School Improvement Plan, or Schoolwide Plan. All these components can and should be coordinated and put in one plan—the CCIP.

Matrix of CCIP Components				
Components of CCIP Plan	District Improvement Requirements (include in DI Plan)	Schoolwide requirements (include in SW Plan) and Targeted Assistance requirements (TA)	School Improvement Requirements (include in SI Plan)	Comprehensive School Reform Program Requirements (include in SI Plan)
1. Needs Assessment	Needs Assessment shall include identification and analysis of the reasons for the district's failure to meet any of the state's performance standards.	Comprehensive Needs Assessment of entire school shall be based on student achievement results in relation to state content and student achievement standards. (TA)	The plan shall address the specific academic issues that caused the school to be identified for improvement.	Comprehensive reform plan shall address needs identified through a school Needs Assessment .
11. Technical Assistance/Expectations	Each local educational agency (LEA) in Improvement status shall, in consultation	School Support Team/other technical assistance provider and parents/other	Each school in consultation with parents, school staff, the LEA, and outside	LEA shall use high-quality external technical support and assistance from

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	<p>with parents, school staff, the LEA, and outside experts, develop the Improvement Plan.</p> <p>LEA shall specify technical assistance by State and responsibilities of LEA</p>	<p>stake-holders shall assist district in developing and amending the comprehensive plan.</p>	<p>experts shall develop the SI plan.</p> <p>The LEA shall specify technical assistance by LEA and responsibilities of LEA.</p>	<p>an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education.</p>
<p>2. Research-based strategies to strengthen core program</p>	<p>The plan shall incorporate scientifically based research that strengthens the core academic program and addresses the SI issues.</p>	<p>The plan shall include schoolwide reform strategies--</p> <ul style="list-style-type: none"> -To meet AYP -To use research-based instructional practices that-- <p>Strengthen core academics; Increase amount and quality of learning time such as providing extended school year and before- and after-school and summer programs; Provide an enriched and accelerated curriculum; Meet needs of historically underserved.</p> <p>Additional for TA: Minimize removing children from the regular classroom during regular school hours for Title I instruction.</p>	<p>Policies and practices shall be based on scientific research to strengthen the core academic subjects and address specific School Improvement issues.</p>	<p>Reform plan shall employ research-based strategies/methods for student learning, teaching and school management. Such methods shall have been replicated successfully in schools and have been found, through research, to significantly improve the academic achievement of students in such program as compared to students in schools not in such program...</p> <p>Comprehensive school reform plan integrates effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement and school management that aligns the school's</p>

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				curriculum, technology, and professional development...
3. High Quality Professional Development (PD)	The plan shall address professional development needs of instructional staff and commit 10% of the LEA's Title I allocation to professional development.	The LEA shall provide High Quality professional development in accordance with NCLB, Sec 1119. (TA)	The LEA shall provide high quality professional development , spend 10% of building's Title I allocation on PD, address the SI problem, and afford increased PD opportunity.	The LEA shall provide high quality and continuous teacher and staff professional development .
4. Addressing specific teaching and learning needs of low achieving students	The plan shall address fundamental teaching and learning needs, specific academic problems of low-achieving students , and why the prior plan failed.	The plan shall include additional support for non-proficient students : Timely identification of difficulties; Information on which to base effective assistance. Additional assistance, if necessary, such as extended school year, summer, and before- and after-school programs. (TA)	The LEA shall help disaggregated groups of children meet the state's achievement standards expected for all children.	Comprehensive school reform plan for schoolwide change shall be designed to enable all students to meet state content and student academic achievement standards.
5. Effective Parent Involvement	The plan shall include strategies to promote parental involvement .	The plan shall include strategies to increase parental involvement in accordance with Sec. 1118, such as- Written district/school/parent developed parent involvement policy Parent training and	The plan shall include strategies to promote meaningful parental involvement .	The reform plan shall include the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement



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		materials Parent compact Use of 1% of district's Title I allocation (if over \$500,000) Promotion of family literacy programs Provision of student academic assessment results/ interpretation to parents. (TA)		activities consistent with NCLB, Sec. 1118.
6. Preschool transitions		The plan shall include transitioning preschool students to the elementary schoolwide program. (TA)		
7. Highly Qualified (HQ) Teachers		Instruction shall be provided by HQ teachers and qualified paraprofessionals , as defined by NCLB, Sec 1119, using the ODE HQT Worksheets. (TA)		
8. Strategies to attract HQ teachers		The plan shall include strategies to attract HQ teachers.		
9. Teachers involved in assessment use decisions		The plan shall provide measures to include teachers in decisions regarding assessments to improve the achievement of individual students and the overall instructional program. (TA)		
10. Coordination and integration of programs		The LEA shall provide coordination of federal, state, and local services including programs in NCLB; violence-prevention, nutrition, housing programs, Head Start, preschool programs, adult education, career and tech education, and job		



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		training. (TA)		
12. Before/after/summer school programs	The plan shall incorporate as appropriate, before school, after school, summer school , and an extension of the year.		The plan shall incorporate, as appropriate, before school, after school, summer school , and an extension of the year.	
Teacher mentoring program			The plan shall incorporate teacher mentoring .	
Notice to parents on SI status			The LEA shall provide written notice to parents of SI status	
Annual Evaluation	This is included in planning and Needs Assessment requirement.	This is included in planning and Needs Assessment requirement.	This is included in planning and Needs Assessment requirement.	The LEA shall provide an annual evaluation of the selected school reform & student results achieved.
School reform supports and is supported by teachers				School reform program shall be supported by teachers, principals, administrators, school personnel and other professional staff, and provide support for teachers, principals, administrators and other staff, as evidenced in activities that focus on organizational improvement, classroom improvement and participation in professional development opportunities.
District Improvement Issues	Address specific AYP issues that caused the LEA to fall into District Improvement (DI) status.			