

Schoolwide Programs

**To be or not To be
OR
We are, aren't we?**

Schoolwide Program Definition

- An upgraded, comprehensive educational program in a school with at least a 40% poverty rate, designed to serve all students so they can meet the challenging State academic standards and developed with the involvement of parents, other members of the community and individuals who will carry out the plan.

Targeted Assistance

- Title I teacher required
- Works with “identified” students **ONLY**
- Title teacher must be fully or partially funded with federal dollars
- Pull out, push in, small groups.
- Just one piece of a school’s overall educational program

Schoolwide

- No Title I teacher; All staff are Title I
- No “identified” students; All students are “Title I”
- Funding can be for staff, but does not have to be used for a teacher
- Should be whole school intervention. Little pull-out
- **The** educational program for the school

Common Misconceptions

- If we go schoolwide, the Title I teacher(s) will lose their job(s).
 - No, either the job description changes, they become an intervention teacher, or they can become a regular classroom teacher.
- If we go schoolwide, the school gets more money.
 - No; funding is at the district level and is not dependent on the type of program a school runs.

Common Misconceptions Continued

- We are a K-12 building so we are Schoolwide.
 - No; Title programs are based on the educational structure of the schools in the district regardless of the number of physical structures.
- We offer Title I services to all grades in our building so we are Schoolwide.
 - No; A school is only SW if they have gone through a planning process and developed a SW plan to change the entire educational program at the school.

Is this a Schoolwide or Targeted Assistance Program?

- Example #1
 - Students will receive assistance in the areas of math and reading from the Title I teacher and paraprofessional. Staff will provide before and after school assistance with the addition of assistance in the regular classroom and in the Title I classroom. Tutoring will be offered twice a week after school. Guided Reading strategies and CGI math strategies will be implemented. DRA and Dibels assessment scores will be shared between the regular and Title I staff in order to best meet the needs of the students.

Is this a Schoolwide or Targeted Assistance Program?

- Example #2
 - The Title I teacher and para professional work with students in grades 6-8. Students come to the Title I classroom for assistance in identified areas (reading and math). The Title I staff also provide assistance in the regular education classroom and before and after school (tutoring twice a week after school).

Is this a Schoolwide or Targeted Assistance Program?

- Example #3
 - The Title I Program provides services to identified and qualified students in the content areas of reading and math. Students in grades K-4 are served through this intervention program utilizing a pull-out model. Data driven instruction is provided for every Title I student and also supplements the regular classroom instruction through re-teaching and reinforcement activities in the small group intervention setting. Each of the small groups within Title I are set up with a 3-1, 4-1 or 5-1 student to teacher ratio, depending on instructional need.

Great SW Programs

- A great schoolwide program uses data to drive interventions for **ALL** students.
 - RTI, MTSS, Intervention Classes, and schedule adjustments are just a few ways to integrate a schoolwide program in to your school.
 - **ALL** staff should play a role in the schoolwide program.
 - The program should just “Be”
 - It should be the way things are done daily, not a hit or miss program.

Why go Schoolwide?

- Why not? It:
 - Helps ALL kids
 - Allows ALL staff to be involved in the whole child education.
 - Reduces paperwork
 - Can free up funds/staff which allows for more innovative programs.

Where to start/What to do?

- Conduct a Comprehensive Needs Assessment!
 - Whether you are new or have been a SW school forever!
 - Have a leadership team with representation from all areas.
 - Spend time talking about what it means to educate the “whole” child.

Comprehensive Needs Assessment

- What is a CNA?
 - Process for looking at everything that affects the school.
- How do we do it?
 - Can start with a look at the four lenses
 - Should be a systemic process for looking at data

Plan Requirements

- In the past, schools had to have a written comprehensive plan
- By 17-18 schoolwide questions/plans will be incorporated into the Grants Management System (GMS) planning sections in an effort to eliminate duplication and out-of-date information.
- For 16-17, update and maintain plans from 15-16; Upload to SharePoint if you have not already for archival purposes.

Title I SW Plan Draft Example

Title I TA to SW Process Draft

TA to SW

- New rules for going SW
 - Schools with less than 40% poverty can go SW IF they can show how a SW program would better meet the needs of their students AND they receive a waiver from SD DOE.
 - The waiver has not been developed yet.
- Still must conduct the CNA to show the need for a SW program.
- Complete the documentation to justify SW program and to document support of staff and School Board.

Interested in going SW?

- Talk to other similar schools running SW programs.
- Contact SD DOE Title I Rep or Betsy Chapman for more information.

Need to discuss or share your current SW program?

- Think outside of the “box”; Now is the time!
- Contact your SD DOE Title I Rep or Betsy Chapman for more information.

QUESTIONS





south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

Title I Schoolwide Plan

District:

School:

Building Principal:

School Mission:

Assurance:

- Parents were included in the development and evaluation of this plan through meetings, surveys, Parent Action Committees or other means. Districts must be able to provide documentation of participation upon request.**

Introduction

As the South Dakota Department of Education transitions to the reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, templates have been developed to help schools that operate Title I Schoolwide programs or are moving from a Targeted Program to a Schoolwide program, make the transition to electronic documentation.

This plan, combined with the information entered into the district and school planning sections in the Grants Management System, will comprise a school's Schoolwide Program/Plan. If information or programs change throughout the year as a result of using a systemic data review process to ensure a continuous use of data to drive decisions and instruction throughout the year, these changes will be noted in either the Survey of Effective Practices for Focus and Priority Schools or in meeting notes and documentation for other schoolwide programs. This information would then need to be available as evidence during a review or uploaded to SharePoint as part of the Schoolwide Plan if requested.

DRAFT

Comprehensive Needs Assessment (CNA)

*Text boxes will expand as information is entered.

Describe the school's Comprehensive Needs Assessment (CNA) process:

Describe the schools strengths, needs, and the conclusions reached during the completion of the CNA.

Three needs to focus on during the school year:

These needs should be reflected in the goals stated in the Grants Management System and strategies that make up the Schoolwide Program.

1.

2.

3.

DRAFT

Using the results of the CNA and meetings with stakeholders, describe, in detail, how the strategies the school will implement during the school year will:

***Text boxes will expand as information is entered.**

1. Provide opportunities for all children, including each subgroup of students, to meet the state academic standards.

2. Use methods and instructional strategies to:

- A. Strengthen the academic program:

- B. Increase the amount and quality of learning time:

- C. Provide an enriched and accelerated curriculum:

- D. Address the needs of all students, but particularly those at risk of not meeting the state academic standards through activities which will include:

Targeted Assistance Program to Schoolwide Program Process

Step 1: Provide the following:

- (A) A written justification for why a Schoolwide program will better serve the needs of ALL students, including low-performing children at risk of not meeting the challenging State academic standards, within the school:
 - a. What data exists to corroborate this justification?
 - i. Identify the specific area(s) where the district/school did or did not meet targets for identified areas/subgroups.
 - b. Include evidence that the school has support from the staff, parents, and community, along with the approval of the School Board to move to a Schoolwide program.
 - i. Surveys, letter from school board, etc.
- (B) A written summary of what the new program might encompass, keeping in mind that's results from the Comprehensive Needs Assessment (CNA) might change the course of the new program (whole school reform strategies) and how it will be different from what was done before.

Step 2: Submit this information to the DOE Title I department for approval to move forward.

Step 3: Once approved to continue with the development process, the school leadership team will conduct a CAN which encompasses all areas of the school.

As part of the CNA, the team must address the following areas to determine major areas of need:

- A. Academic Achievement data
- B. Perception data
 - a. School staff
 - b. Parents
 - c. Community members

The plans itself will cover the following areas:

Comprehensive Academic Improvement Plan – School Level:

- (A) A description of the **specific reform strategies** the school will implement, including a description of how such strategies will—
 - i. provide opportunities for **all** children to meet the challenging State academic standards under section 1111(b);
 - ii. use effective methods and instructional strategies that—
 - (I) are based on scientifically valid research;
 - (II) strengthen the academic program in the school; and
 - (III) increase the amount and quality of learning time and help provide an enriched and accelerated curriculum; and
 - iii. address the academic and other support needs of all children in the school. (ie: parent involvement, school climate, etc)

Goals/Objectives/Strategies:

- (A) List the reading, math and/or graduation or attendance goals and objectives.
Objectives must be measurable, include grade levels, subgroups and content standards as appropriate. They must align with needs identified through the comprehensive needs assessment. They must also align with the Seven Turnaround Principles and the SD DOE's college and career readiness goals and aspirations.
- (B) Evaluation of Effectiveness plan
 - a. A description of how the school will evaluate the effectiveness of the strategies and how often the evaluation will occur.

Qualified Staff

- (A) Describe how the school will ensure students are taught by qualified staff, as defined by SD DOE, and that paraprofessionals are qualified to work in a SW program.
 - a. Include how the school/district will recruit and retain staff.

Professional Development

Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well.

- (A) A summary of what PD will be available and how it aligns to the district PD plan AND the school's needs.
- (B) A description of the PD needs at the school, as determined through the needs assessment/data retreat.
- (C) A description of how the school will determine if the PD was/is effective.

Parent & Family Engagement

- (A) A description of how parents will be involved in developing and implementing this program.
- (B) A description of how the school will develop a Parent Involvement plan and school compact to ensure family engagement in the education process.
- (C) A description of the school will monitor the effectiveness of Family Engagement.

Monitoring and Support

- (A) A description of how the school will identify, quickly and effectively, students who are at-risk for academic failure and the additional support that will be made available to them if the school wide reforms do not meet their needs.

Coordination/Transition

- (A) Aligned to district plan, appropriate to grade level. Preschool/Kindergarten must include coordination with regional Head Start program.

Fiscal Requirements

- (A) A description of funds used to support the proposed plan and implementation
- (B) A description of the sustainability of programs.

NEED ONE: _____

GOAL ONE: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSONS RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>	PROGRESS <i>Indicate progress using 1, 2, 3, 4 or 5</i>

Evaluation Progress Review Key: 1. Accomplished; 2. Considerable Progress; 3. Some Progress; 4. No Progress; 5. Discontinued

NEED TWO: _____

GOAL TWO: _____

Please indicate in **bold** those activities addressing academic progress and/or HQT issues.

STRATEGY/ACTIVITY <i>What evidence based strategy/activity will be implemented?</i>	EVIDENCE OF IMPLEMENTATION <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	TIMELINE <i>for completing the activity</i>	PERSONS RESPONSIBLE <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	EVALUATION <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	ESTIMATED COSTS <i>What are the anticipated costs? Provide Object Codes as listed on budget summary page.</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>	PROGRESS <i>Indicate progress using 1, 2, 3, 4 or 5</i>

Evaluation Progress Review Key: 1. Accomplished; 2. Considerable Progress; 3. Some Progress; 4. No Progress; 5. Discontinued