

Schoolwide Programs (SWP)



NCLB Regional Meetings
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Basic Facts

- A school is eligible if at least 40% of the students are from low-income families for the initial year of the SWP
- SWP programs can combine Title I with other federal, state, and local funds to serve all students in the school
- These funds are then used for schoolwide reform strategies that increase the amount and quality of learning time and provide an enriched and accelerated curriculum

TAS or SWP

TAS

- Employs Title IA staff to work only with students identified on multiple measures



SWP

- No distinctions are made between staff paid with Title IA and those who are not. All staff direct their efforts toward upgrading the entire educational program, particularly those who are most at risk

TAS or SWP

TAS

- Funds are used for supplemental instructional services
- The focus is on targeted students

SWP

- Funds are used to supplement the instructional program
- The focus is on school reform



SWP Rationale

Evidence documents high achievement in schools with the following components:

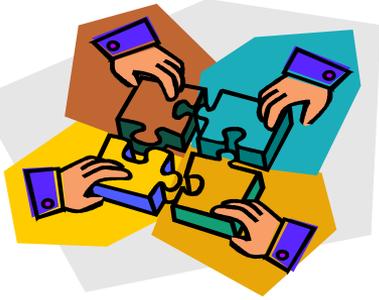
- A clear focus
- High expectations for students/staff
- Environment focused on learning
- Strong leadership
- Curriculum, instruction, assessment aligned with standards
- High-quality professional development
- A collaborative spirit and collaborative structures
- Meaningful parental involvement
- A commitment to continuous review and improvement

Schoolwide Programs

- Allow the consolidation/blending of funds
- Becomes the catalyst and/or supports comprehensive reform of the entire instructional program
- Eases regulations as long as the intent and purposes of the programs are met and that the beneficiaries' needs have been met

SWP Planning

- Requires a year of planning
- Requires a plan to be approved by the SAU and submitted to the NCLB Clearinghouse where it is reviewed for completeness
- Plans must be evaluated yearly and adjusted accordingly
- Plans end when ESEA is reauthorized (expected in 2010-2011)



Your Decision is to go Schoolwide

Title I schools must develop a comprehensive plan that describes how the school will be improved academically so that all students attain proficiency, especially those students farthest away from this measure. It can be linked to other planning but must include **all** components required for schoolwide programs.

Elements of the Plan

- Planning Team
- Comprehensive Needs Assessment
- Instructional Program—Goals with specific instructional/organizational changes
- Professional Development
- Parental Involvement
- Accountability
- On-Going Program Development
- Fiscal Requirements
- Coordination
- Technical Assistance
- Evaluation and Re-Evaluation

Planning Team

- Leads the process of developing the plan for reform
- Organizes and oversees the needs assessment process
- Represents wide representation
- Communicates with the groups they represent
- Conducts/oversees the program's evaluation
- Has the authority to implement decisions
- Documents the process

Needs Assessment

- What do you know about student achievement in the school?
- What are the data sources used?
- Who did you involve?
- What else do you know?
- Think BIG---What are the strengths and weaknesses of the school

Instructional Program

- Use the data from the needs assessment to determine goals
- Describe the specific supplemental intervention/strategies you will use to address the weaknesses and build on the strengths
- What will be provided for the students who are the farthest behind
- How will the SAU support the SWP implementation

Professional Development

- Are all staff highly qualified?
- Have all staff been included in decisions and ready to support the changes?
- What support will staff need to implement the programs/instruction selected?

Parental Involvement

- Describe how parents were kept informed throughout the SWP process and evaluation
- How were the schools Parental Involvement Policy and Parent Compacts are updated, distributed, etc
- Describe other supports for parents such as family literacy

Accountability

- How will progress be measured, including AYP and progress toward meeting the goals identified from your needs assessment.
- How will results be used?
- How will the results of the evaluation be distributed to parents?

On-Going Program Development

- How often will the planning team meet?
- Did you plan include implementation benchmarks? For example, did professional development take place? Was there follow up to determine that new programs have been implemented? Did the materials arrive? Is the staff comfortable that they have what is needed to implement new or expanded programs?
- Is follow-up needed?
- How and when will adjustments be made

Fiscal Requirement

- What other funds will support the SWP school?
- Document that the SWP has adequate funds to effectively carry out the activities described in the SWP Plan
- These funds are more flexible but still need to be supplemental.

Technical Assistance

It is required that the SWP plan includes high quality technical assistance

- Provide a list of providers who have contributed to the development of the plan
- Document dates, topics, decisions, attendees, minutes, etc

Evaluation and Re-Evaluation

- Include a description of how goals will be evaluated—were the expectations met?
- When will this take place?
- How will the results be reported to schools staff/district administration/parents, etc?
- What changes will be made?
- When will you take another look?

Making it Happen

SWP Planning Tool

Issue	Goal	Strategy	Timeline	Person Responsible	Resources needed

Bottom Line

Develop a SWP plan that:

- Creates an environment of whole school reform vs. same services renamed;
- Is subject to continuous review and revision;
- Uses all SWP components as a framework; and
- Has a focus on supporting the needs and raising the achievement of the most at-risk students.

Resources

- Designing Schoolwide Programs/Non-regulatory guidance

http://www.ed.gov/policy/elsec/guid/designing_swpguid.doc

- Maine Schoolwide Plan Document/Guidance

<http://www.maine.gov/education/nclb/schoolwide/documents/swpformjgrevised.doc>

Resources

Assessment Continuum of
Schoolwide Improvement Outcomes

New England Comprehensive
Assistance Center—A few copies are
still available. Contact Steve
Hamilton at shamilt@wested.org