



# Schoolwide Programs (SWP)





## 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



# *Title IA Schoolwide Planning*

## *Section 1: Planning Team*

# 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

# Planning Team



Application Asks:

**1A. The names of people and programs represented in the development of this plan have been provided. (Each group should have at least one participant.)**

Required:

Parents    Teachers    Other school staff    School administrator  
Title I staff    District staff

Additional recommended members:

Pupil Services Staff    Students    Community members

# Planning Team



Application Asks:

**1B Meetings held to develop this plan as well as proposed future meeting dates are well documented.**

Required: Meeting dates, participation lists, agendas

Additional: communication plan for school and community

**1C A description of communication with the school and community is included.**

Required: Description of how communication will be distributed, who will receive messages, and the format of the communication was described to document that sufficient communication has occurred.

Additional: Documentation was included to clearly demonstrate that sufficient communication had occurred.



# *Title IA Schoolwide Planning*

## *Section 2: Needs Assessment Planning Process*



## Conducting a Comprehensive Needs Assessment

**PURPOSE:** To identify the school's strengths and weaknesses and to specify priorities for improving student achievement and meeting challenging academic standards.

Assessing needs comprehensively means getting the full "*breadth* of information for *depth* of understanding"  
(WestEd, 1996, p. III-14).

# Needs Assessment Planning



## *Clarifying the Vision*

*Purpose: Clarifying the direction the new schoolwide program will take*

- *What are our central program goals?*
- *After implementing our schoolwide program, how will the school be different and improved for students?*

# Needs Assessment Planning



## *Creating a School Profile*

*Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment*

*Data-based snapshot that describes:*

- *Students*
- *Faculty*
- *Community*
- *Programs*
- *Mission and planning processes*
- *Achievements and challenges.*

*Answers fundamental questions that guide planning:*

- *How well are our students doing?*
- *What are our curriculum strengths?*
- *Is there a coherent vision with clear goals for achieving the vision?*

# Needs Assessment Planning



## *Creating a School Profile*

*Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment*

- **Student Achievement:** How well are our students attaining the challenging academic standards set by the state and school district? What are school completion or mobility rates? How many students are making smooth transitions from one school to the next?
- **Curriculum and Instruction:** What are teachers and administrators doing to ensure that teaching methods are up-to-date? Does the curriculum reflect state, local, and national content standards? What is the enacted curriculum? What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?
- **Professional Development:** Are there on-the-job opportunities for teachers to participate in meaningful professional development? Do teachers select the professional development opportunities available to them? What topics attract the largest groups of participants? Who participates? What follow-up takes place? Are teachers working as collaborating team members and mentors? What instrument can reliably assess the extent to which teachers are collaborating? What can be done to further promote and enhance collaboration among teachers?

# Needs Assessment Planning



## *Creating a School Profile*

*Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment*

- Family and Community Involvement:** In what ways are parents and the community involved in meaningful activities that support students' learning? How are parents and the community involved in school decisions? Are health and human services available to support students and encourage healthy family relationships? If families speak languages other than English, are school messages communicated in those languages? Do services for families include students with disabilities, both physical and educational? Can parents develop their own parenting skills or gain access to other educational opportunities through the school?
- School Context and Organization:** How large are classes? Is adequate time devoted to subjects in which students perform poorly? Do teachers have a voice in decision making and school policies? What role do teachers have in deciding what assessments we will use to evaluate individual students or the program as a whole? Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

# Needs Assessment Planning



## *Creating a School Profile*

*The profile gathers baseline information in one place so the planning team can identify "focus areas" and indicators of the school's status with respect to each one. Some focus areas to consider include:*

- *Standards-Based Curriculum*
- *Standards-Based Instruction*
- *Standards-Based Assessment*
- *Data Based Accountability and Evaluation*
- *Structural Reform Strategies*
- *Leadership and Governance*
- *Professional Development*
- *Culture and Climate*
- *External Support and Resource*
- *Parental and Community Involvement*
- *Extending Learning Activities*

# Needs Assessment Planning



## *Determining Data Collection Methods and Plans*

*Data sources include:*

- *school and district records and reports*
  - *curriculum-aligned and enacted*
  - *attendance data (student and teacher)*
  - *discipline data*
  - *intervention and and supports*
- *statistics from community-based organizations*
- *face-to-face or telephone interviews*
- *surveys*
- *focus groups*
- *classroom and schoolwide observations*
- *examples of students' work; and evaluation results*
  - *assessment data (state and local)*

# Needs Assessment Planning



## *Collecting Data and Summarizing Evidence*

*Before distributing any information or drawing conclusions from the data, it should be reviewed closely.*

*Can the summaries be read easily and understood by varied audiences?*

*Do the results reveal clearly explained program strengths and needs so that new goals can be set?*

*At this stage, planning team members should try to identify any possible sources of confusion and recast the way the information is presented to encourage an objective and accurate analysis.*

# Needs Assessment Planning



## *Analyzing Program Needs and Setting Goals*

*Data analysis should seek to answer the following types of questions (WestEd, 1996, p. III-22):*

- What are the strengths and needs of the current educational program in our school?*
- Does the evidence support our assertions about strengths and needs?*
- What more do we need to know? If more information is needed, how will we follow up?*
- What priorities does the information suggest?*
- What did we learn about how needs vary for different groups in our school—for example, among girls and boys, various ethnic groups, students with limited English proficiency or with disabilities, migrant students, or new immigrants?*
- From our review of the data, can we state student needs in ways that specify goals, benchmarks for progress, and outcome expectations in measurable terms?*

# Needs Assessment Planning



Application Asks:

**2A. A comprehensive needs assessment, including data sources, is provided. The needs of all the students (including regular education, special education, gifted and talented, migrant, bilingual, Title I), with particular focus on the needs of academically disadvantaged children, have been included.**

Required: Response includes sufficient data sources to document the needs of all children. The needs of Title IA, Title IC, Special Education, ESL, and economically disadvantaged children were a focus.

Achievement data: \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Subgroups  
\_\_\_\_\_ AYP reports \_\_\_\_\_ Curriculum and instruction  
\_\_\_\_\_ Professional development \_\_\_\_\_ Family and Community Involvement  
\_\_\_\_\_ School context and organization

Additional: A comprehensive description of data, with sources, is provided. Summaries detail how sources were used. Achievement data was compared to the school's AYP report along with a description of how the data aligned or did not align to this report.

# Needs Assessment Planning



Application Asks:

**2B. A description of the school attendance area and factors pertinent to your schoolwide planning is provided.**

Required: Description includes \_\_\_Attendance \_\_\_\_Student mobility \_\_\_\_\_Dropouts

Additional: Data supporting importance of factors is included.

**2C. A summary of the findings of the strengths and weaknesses of the current program as revealed through data analysis is provided.**

Required: A summary of the finding of the strengths and weaknesses of the current program and some references to data.

Additional: Strengths and weaknesses of the current program were strongly supported with data.

**2D—Evidence was provided to document that research-based solutions were thoroughly researched.**

Required: Documentation that solutions were researched-based.

Additional: Researched-based solutions were thoroughly researched. A list of best practices reviewed was listed along with information on these programs. A list of programs visited, survey instruments, and other documents were included.



# *Title IA Schoolwide Planning*

## ***Section 3: Instructional Program*** ***Guidance G-3***

# 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

# Instructional Program



Application Asks:

**3A. Goals, based on needs assessment, along with the specific changes in the instructional program that will be used to implement the goals, have been identified.**

Required: Goals listed are aligned with the needs assessment, including specific changes in instructional programming. Changes are also aligned to the researched based solutions.

Additional: Documentation shows how the goals clearly align with the needs assessment. Specific changes in instructional programming are clearly described and linked to the researched based solutions. The description provides sufficient detail on how the changes will be carried out.

# Instructional Program



Application Asks:

**3B. Supplemental interventions and strategies that maintain the integrity of included programs are provided.**

Required: Sufficient specific supplemental intervention are provided that ensure the needs of the students targeted by programs identified in 3A are being met.

Additional: Plan clearly identifies specific supplemental intervention and strategies that maintain the integrity of the Title IA Program and any other NCLB programs included in the planning.

# Instructional Program



Application Asks:

**3C. District support for the schoolwide program implementation is described.**

Additional: The plan clearly documents district support for the schoolwide program implementation.



# *Title IA Schoolwide Planning*

## *Section 4: Professional Development*

*Guidance G-5*

# Professional Development



- Are **all** staff highly qualified?
  - Instructional Staff (All content and programs)
  - Paraprofessionals
- Have all staff been included in decisions and ready to support the changes?
- What support will staff need to implement the programs/instruction selected?
- What is the district's policy to hire teachers who meet the HQT status requirement and what kind of supports are provided to retain these teachers in the high poverty schools?

# Professional Development



Application Asks:

**4A. Provisions for training program staff and how the professional development activities support program goals are described.**

**4B. The plan describes how training coordinates with other professional development requirements and opportunities.**

**4C. What strategies are used to attract and retain high-quality, highly qualified teachers to this school?**



# *Title IA Schoolwide Planning*

## ***Section 5: Parental Involvement***

***Guidance G-5***

# Parental Involvement



- How parents were kept informed throughout the SWP process and evaluation?
- How is the school's Parental Involvement Policy and Parent Compacts are updated, distributed, etc
- What other supports are available for parents such as family literacy

# Parental Involvement



Application Asks:

**5A. The plan includes a description of how parents were involved in the design, implementation, and evaluation of the schoolwide program.**

Required: A description of how parents were involved in the design. On-going involvement and program evaluation is described.

Additional: A description of how parents were involved in the design is clearly described. On-going involvement in the implementation and evaluation of the program is well detailed and includes timelines and other pertinent information.

# Parental Involvement



Application Asks:

**5B. The plan includes the required building parent involvement policy that describes how parent activities will be implemented. A copy of this plan has been attached and addresses all requirements.**

Does the policy (framework) list the name of the school?

Is it parent friendly and available in writing?

Are the activities specific? Is the purpose clear? Dates?

**5C. Plan provides appropriate linkages to other family services. If applicable, reasons for not doing so are included.**



# *Title IA Schoolwide Planning*

## *Section 6: Accountability*

*Guidance G-6*

# 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?

# Accountability



Application Asks:

**6A. The plan describes procedures for measuring and reporting annual student progress.**

**6B. The plan describes how the results of the assessment will be used to improve instructional practices.**

**6C. The plan explains how the school will provide individual assessment results to parents.**



# *Title IA Schoolwide Planning*

***Section 7: Ongoing  
Program Development  
Guidance G-6***

# Ongoing 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

# Ongoing Program Development



Application Asks:

**7 A. The plan includes a description of provisions for ongoing consultation among the individuals in the planning team (Section 1) concerning the educational progress of all students in the school.**

**7B. The plan includes a description of how often will the team review the plan and make adjustments if needed.**

Additional: Specific dates and other details have been included.



# *Title IA Schoolwide Planning*

## ***Section 8: Fiscal Requirements***

***Guidance G-6***

# Fiscal Requirements



- 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.

# Fiscal Requirements



Application Asks:

**8A. The plan includes a list of federal and state sources of funding in addition to Title I that contribute to the schoolwide program (i.e., Migrant, Chapter 2, etc.).**

**8B. The plan describes how Title I funds and the funds from other sources will be used to implement the schoolwide program. The following major categories are included: salaries and benefits; instructional materials; parent involvement; professional development; and technology.**

**8C. The plan documents that the SWP has adequate funds to effectively carry out the activities described in this plan.**



# *Title IA Schoolwide Planning*

## *Section 9: Coordination*

*Guidance G-7*

# Coordination



Application Asks:

**9. The plan describe how the schoolwide program will coordinate with other programs such as Even Start, Head Start or other preschool programs at the elementary level, or School-to-Work, Perkins or other state programs at the secondary level. If applicable, reasons for not doing so are included..**



# *Title IA Schoolwide Planning*

## ***Section 10: Technical Assistance***

***Guidance G-5***

# 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

# Technical Assistance



**10. The plan includes a list of technical assistance providers who have contributed to the development of this schoolwide plan. Meeting dates and topics are included.**



# *Title IA Schoolwide Planning*

## *Section 11: Evaluation and Re-evaluation*

*Guidance G-8*

# *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?

# Evaluation and Re-evaluation



Application Asks:

**11A. The plan describes when and how implementation of the schoolwide program will be evaluated and adjusted as needed. Sufficient details are included as to when, what data will be used, how communication regarding this evaluation will be distributed.**

**11B. The plan describes the process used to annually evaluate progress towards reaching each of the identified goals. Details include when this will take place and how the results will be reported to the school staff, district administration, parents, etc.**

# Needs Assessment Planning



## *Resources:*

*Maine Department of Education Schoolwide Page*

<http://www.maine.gov/education/nclb/schoolwide/home.htm>

*Section III: Planning Schoolwide Program Change*

*Step 2: Conducting a Comprehensive Needs Assessment*

[http://www.ed.gov/pubs/Idea\\_Planning/Step\\_2.html](http://www.ed.gov/pubs/Idea_Planning/Step_2.html)