Title I Schoolwide Programs

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TITLE I AND
SCHOOL SUPPORT TEAM

Objectives

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- Understand the difference between Title I programs.
- Understand why Schoolwides are unique programming opportunities.
- Understand the eligibility requirements.
- Review application questions and planning.
- Review time and effort.
- Review scenarios and questions.

Schoolwide vs Targeted Assistance Programs

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- Title I targeted assistance programs only provide educational services to identified individual students.
- Schoolwide programs allow staff in schools with high concentrations of low-income families to redesign their entire educational program.
  - Serving all students
  - Improving all structures that support student learning
  - Combining all resources as allowed to achieve a common goal.

Targeted Assistance Program

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- Employs staff paid with Title I funds to <u>serve only students identified</u> as most at-risk of failing.
- Utilizes multiple measures of student academic achievement to determine student eligibility.
- Provides services to <u>eligible</u> students:
  - Pull-out instruction
  - In-class instruction
  - Extended day, week, or year programming

Targeted Assistance Services

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Title I teachers are responsible for:

- Providing extra services to identified students
- Coordinating with other school personnel involved with identified students
- Involving parents

Targeted Assistance Teacher and Paraprofessional Qualifications

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- Teachers who instruct students in Title I reading must have a 316 license.
- Title I paraprofessionals must be highly qualified.
- Title I paraprofessionals are supervised by a highly qualified teacher.
- These requirements are the same for schoolwide instructional personnel.

Schoolwide Concept

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- A SWP is a comprehensive reform model used to upgrade the entire educational program in a Title I school, and it has the primary goal of ensuring that all students, particularly those who are low-achieving, demonstrate at least proficient levels of achievement.

Schoolwide Programs

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- Eligible at 40% or higher poverty level determined by one of the following:
  - Free and reduced lunch counts
  - Temporary Assistance to Needy Families (W2 or Wisconsin Works
  - Medicaid enrollment

Schoolwide Requirements

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- 40% or higher poverty
- Entire instructional program is upgraded; schoolwide goals are based on the needs of the entire school.
- Schoolwide Plan

Schoolwide Program Application

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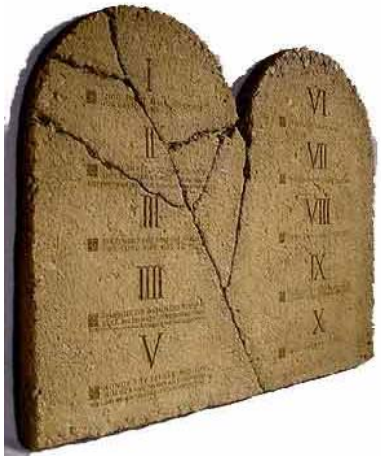
- Download the DPI Title I Schoolwide Program Assurances and Narrative form, PI-9551 from the DPI website.
- This form takes a district through the step-by-step schoolwide planning process;
- Important to note that this form includes "assurances" and is not the school's schoolwide plan;



The Ten Components of a Schoolwide Program

1. Comprehensive Needs Assessment of the Whole School

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- Identifies academic needs for all various populations of students;
- "Schoolwide" needs assessment;

→results in a plan that reflects:

- Challenging goals
- Identified areas of instructional strengths and weaknesses
- Data-driven decision making
- Strong understanding of instructional approaches

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2. Implementation of School Reform Strategies that:

Provide opportunities for all children to meet proficient and advanced levels of student academic achievement

Use effective methods and research-based instructional strategies that:

- Strengthens the core academic program
- Increases the amount of learning time

Includes strategies for serving underserved populations

Address how the school will determine if those needs of the children have been met; and

Are consistent with and are designed to implement state and local improvement plans, if any

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3. Highly Qualified Teachers

- All instruction is by highly qualified teachers in core content-area classes

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4. Professional Development

- On-going professional development for teachers, principals, paraprofessionals, and others as appropriate.
- High-quality professional development focused on the school's improvement process and goals.

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5. Attracting High Quality Teachers

- Strategies to attract and retain high quality and highly qualified teachers to the school

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6. Parent Involvement

- Strategies in place to *increase* parent involvement in student achievement, such as literacy services.
- Description of how the school will provide individual academic assessment results to parents
- Strategies to involve parents in the planning, review, and improvement of the schoolwide plan

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7. Transition

- Assist pre-school and kindergarten children in transitioning to the next levels:
  - RtI Models
  - Next grade level, gifted and talented, etc.
- Transitioning between grade levels and schools (campus or grade-span)

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8. Teacher Involvement in Assessments

- Opportunities and expectation for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement.
  - Include teachers in decisions regarding use of academic assessments in order to improve the achievement of individual students and the instructional program.

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9. Timely and Effective Assistance

- Provide timely and effective additional assistance for students having difficulty meeting the proficient and advanced levels of academic performance
  - Activities
  - Programs
- RtI model.

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10. Coordination

- Coordinate the schoolwide program with other federal (such as IDEA and Title II or III, McKinney-Vento), state (i.e, SAGE), and local resources, services, and programs.
- Which programs are consolidated under a schoolwide program?

Time & Effort

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- Any personnel funded with federal funds must complete a Time & Effort sheet.
- In Schoolwide buildings:
  - 100% Federally Funded (ex. Title I or IDEA) would complete a semi-annual certification.
  - If the personnel is paid with two different federal funds but their cost-objective is the same, they still complete a semi-annual certification.
  - Only when the objective is different must the person complete a PARS.

Scenarios

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DISCUSSION, QUESTION, AND ANSWER

Schoolwide Scenario

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- Question: A school may use its Title I funds in a schoolwide program if at least 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. If a school's poverty threshold falls below 40 percent in any subsequent year, may the school continue as a schoolwide program?

Schoolwide Scenario

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- Yes. If the population of a school that operates a schoolwide program drops below the required poverty threshold in any subsequent year, the school may continue to operate as a schoolwide program. However, if the school's poverty rate falls below the cut off poverty percentage used in the selected targeting method to determine eligibility of district schools for Title I services, the opportunity to continue receiving Title I funds would no longer be possible.

RtI and Title I: *Scenario 1*

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Question:

My district is made up of 8 elementary schools. 3 are Title I targeted assistance schools, 2 are schoolwide schools and 3 do not receive Title funds.

We are currently implementing RtI district wide and I would like to fund the tier 2 interventions for all of the Title I receiving schools with Title I dollars. Is this allowable?

RtI and Title I: *Scenario 1*

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Answer:

If you are paying for Tier 2 interventions at your non-Title I schools with state or local funds, the district *may not* pay for these interventions with Title I funds in your targeted assistance school.

The district *may* pay for Tier 2 interventions at your Title I schoolwide school. However, the district must ensure that it continues to provide this school with the equivalent amount of state and local dollars that non-Title I schools in the district are receiving for Tier 2 interventions.

RtI and Title I: *Scenario 2*

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Question:

My district is made up of 5 elementary schools. 3 are Title I targeted assistance schools, 1 is a schoolwide schools and 1 does not receive Title funds.

In order to progress towards a district-wide RtI systems approach, we need to purchase a universal screener. May we utilize our Title I funds to do so?

RtI and Title I: *Scenario 2*

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Answer:

Universal screeners are not fundable in targeted assistance schools because they are used with all students. Supplanting would occur if the district were to pay for a universal screener with Title I funds at their Title I receiving schools while utilizing local funds for the same purchase in a non-Title I receiving school.

Supplement Not Supplant

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As a review:

- Title I has a supplement not supplant requirement that affects the use of funds to implement RtI

In general, the supplement not supplant requirement is intended to ensure that services provided with Federal funds are in addition to, and do not replace or supplant, services that students would otherwise receive.

This slide taken from USDE power point: http://www2.ed.gov/programs/titleiparta/rtifiles/rti.ppt

Schoolwide Question & Review

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- Q. What role do Title I funded teachers have in a schoolwide program?

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- Answer:
  - Title I funded teachers in a schoolwide can be any teacher who is highly qualified at the time of hire.
  - Teachers are assigned based on the school's academic goals as defined in the needs assessment and schoolwide plan.

Schoolwide Question & Review

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- A Reading Teacher (316) worked with targeted assistance Title I students before. What role do they have in a schoolwide program?

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- Answer:
- This would be determined by the schoolwide plan.
  - Reading teacher (316) has a specific assignment to teach reading.
  - Interventionists working with students.
  - Provide extended learning blocks during/after the school day with students.
  - Responsibilities of a Reading Specialist (17):
    - Coordinators of schoolwide literacy programming and professional learning and development .
    - Instructional/reading coaches.

Resources

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If you have additional questions regarding the coordination between RtI and Title I, please contact:

Your DPI Title I Consultant:
http://titleone.dpi.wi.gov/t1consultant_dir

Or, your CESA's Title I Network Coordinator:
http://titleone.dpi.wi.gov/ttlone_ti_network_staff

Resources

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- Wisconsin Department of Public Instruction:
  - Title I and RtI FAQs: http://titleone.dpi.wi.gov/ttlone_faq#respo
  - RtI Home page: http://rti.dpi.wi.gov/
- Wisconsin RtI Center: http://www.wisconsinrticenter.org/
- National RtI Center: http://www.rti4success.org/
- U.S. Department of Education, "Implementing RtI using Title I, Title III and CEIS funds": http://www2.ed.gov/programs/titleiparta/rti.html

Wisconsin Department of Public Instruction

Resources

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- Designing Schoolwide Programs, Non-Regulatory Guidance: http://sped.dpi.wi.gov/files/sped/ffc/designingswpguid.pdf
- Title I Schoolwide Programs Assurances and Narratives PI-9551 http://sped.dpi.wi.gov/files/sped/ffc/f9551.pdf

Wisconsin Department of Public Instruction