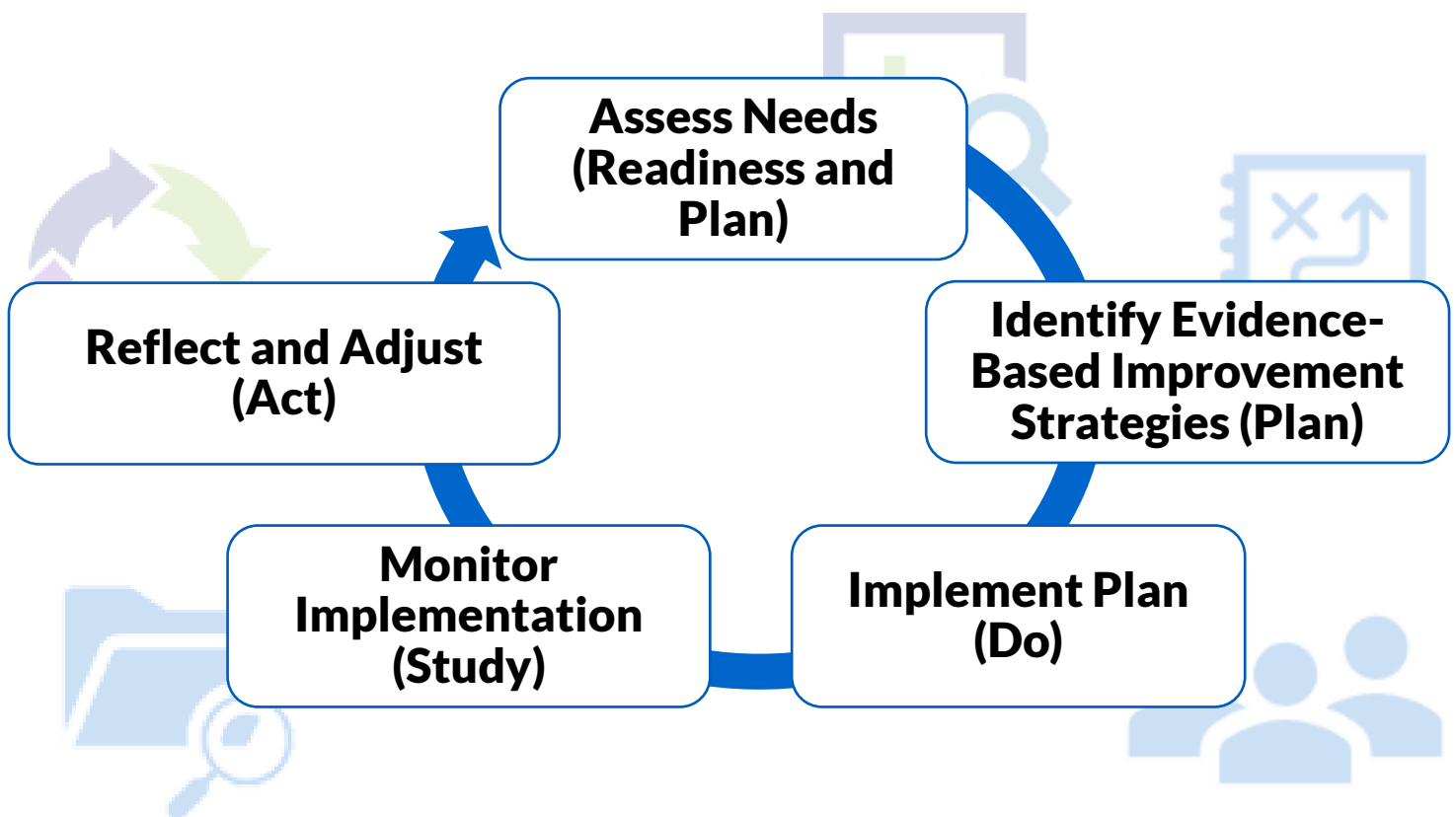


Coordinating and Aligning Plans

School improvement planning and Title I Schoolwide plans can be important steps to ensure all students get the resources and rigor they need to succeed. The next few pages will walk through a process that can meet the requirements of the Title I Schoolwide plan and Schoolwide programs, as well as other federal or state program requirements. Improvement work, including Schoolwide plans, can be made more difficult for schools when they implement parallel efforts and processes. Aligning compliance measures necessary to meet federal requirements in Schoolwide plans to district and school improvement creates opportunities to focus on the highest leverage strategies. A local educational agency (LEA) and school should coordinate their Schoolwide plan to their continuous improvement plans and requirements they must fulfill if they are identified as a Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) school. An efficient high-quality plan that aligns their Schoolwide program as a central part of improvement efforts can be an effective use of resources and efforts.

Whether starting a new Schoolwide program or revising a Schoolwide plan, the first step is to create a Schoolwide planning team with collaborators. This team should establish a shared vision of what school improvement will look like in terms of student success or end goals. After developing a vision, the planning team can dive into a comprehensive needs assessment process to develop a school profile that identifies the gaps between the current state of the school and its vision for success. As the planning team explores the five parts that make up portions of the [Schoolwide plan requirements](#) and [Continuous Improvement Process Rubric](#), they should consider other ways the school(s) can align practices in their effort to meet their vision of success for all students.



<http://www.dpi.wi.gov/continuous-improvement>
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Title I Schoolwide Programs and Continuous Improvement

In a Schoolwide program, all students, staff, and families are Title I contributors and can all be active in developing the Schoolwide plan. The school's Schoolwide plan:

- must be in an understandable format, in appropriate languages, avoid jargon, and
- must be easily accessible and available to school and district staff, parents, and the public.

Many schools post their plans on their school websites or other public areas. Sharing the Schoolwide plan through ongoing communication with interested community partners is essential for a successful Schoolwide program.

The school must regularly review the plan and revise as necessary with their Schoolwide planning team. The regular review and revision of the Schoolwide plan can be a thoughtful link to the continuous improvement process the district and school may already have implemented, especially if the continuous improvement process is a part of CSI, TSI, or ATSI requirements for improvement.

A Schoolwide planning team must include a teachers, paraprofessionals, principals or other school leaders, parents, and other members of the community. A Schoolwide program must engage parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Schoolwide program. The process should include an adequate representation of the families served by the school.

Assess Needs

With the foundational structures for engagement and data established, the school can push forward with their Schoolwide plan processes. The Schoolwide plan must be based on a comprehensive needs assessment focused on students with the greatest academic needs. The planning team should gather existing information that will inform the planning process about current student needs, curriculum and instruction, professional learning, family and community engagement, school context and organizational structure. Data should be varied to give the planning team the information for a full picture of strengths, challenges, and needs. The planning team should consider the voice of interested parties along with data on student outcomes and educator practices to ensure all students, families, and staff are able to make an impact on the plan. Student data can include information on outcomes, engagement, behavioral, demographics, assets, and more. Educator practice data can include a variety of implementation data such as classroom practices, leadership practices, climate and culture, resource allocation, family or community engagement, and more. A robust data foundation is an essential part of the needs assessment and can lead to the identification of high leverage root causes that lead to informed improvement strategies. The LEA staff and Schoolwide planning team should work together to ensure the needs and strategies identified to address those needs are informed by one another. It is essential the strategies implemented are aligned from the LEA to school to classroom for a coherent and united improvement process.

Identify Evidence-Based Improvement Strategies (EBIS)

A school that is starting their Schoolwide plan or reviewing their current plan will need to understand where to focus their improvement efforts. The Schoolwide planning team should start by summarizing the data collected and drawing conclusions on potential root causes. The root cause should be based on evidence, concentrate on adult practices, be within the school's control, and grounded in the belief that each student can succeed given access to the resources and educational rigor they need at the right moment in their education. With the right information, the team should be able to identify root causes through an analysis process such as the [fishbone diagram](#) or [five whys](#).

Once the team identifies a high leverage root cause, the school will need to explore and select EBIS that address the root cause. It may help to develop a list of priority needs based on the data. The school can work with the LEA priorities and their school needs to write one to three primary goals for the Schoolwide plan. Schools engaged in continuous improvement work as a part of requirements under a federal identification, such as CSI, TSI, or ATSI schools, should work towards one strategic plan that attends to their requirements. For example, by ensuring the Schoolwide plan EBIS meets the required tiers of evidence for identified school's EBIS, the school can focus on implementing their strategy that addresses the highest leverage root cause. Along with an EBIS, the Schoolwide plan must also include [strategies for ongoing parent engagement](#), including parent and family engagement strategies to improve student learning.

Title I Schoolwide Programs and Continuous Improvement

Implement Plan

The Schoolwide plan must include strategies to address identified needs. Strategies should improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. It may help to have clearly defined roles and responsibilities. Start with breaking down the goals in the plan into specific objective(s) or actions. Having a clear understanding of how the school will accomplish the objective(s) through effective strategies will help to develop a clear plan. This can include details on the tasks that need to be done, resources needed for each task, start and expected end dates for each task, person(s) responsible for ensuring the task is fulfilled, how the school will know the task is complete, and how the school will evaluate the success of each task.

The Schoolwide planning team should consider what resources are necessary to support the strategies, how the school can measure adult practices, and what the scaling up process should look like as the school builds on their progress. [Developing a logic model](#) may prove helpful to understand how the school's resources and strategies intend to impact the identified root causes.

Monitor Implementation

The school must review the Schoolwide plan at least annually and should revise the plan as necessary. The Schoolwide planning team should collect and use student outcome data along with data measuring educator practices. Monitoring evidence of adult practices helps to document fidelity of implementation in your strategies. Developing a logic model that includes short-term and long-term outcomes to measure adult practices is one way to do this. The planning team can use a logic model to ensure the school's work aligns with the intended impacts and supports the goals of the LEA.

The planning team should regularly measure the implementation progress and communicate, along with student improvement, to interested parties. Districts and schools should align their review process, by coordinating times such as quarterly, trimesters, 90-day cycles, or another review schedule depending on the needs of the school and community. Communicating progress is also a place for the school to share further opportunities for members of the school community to come together to provide input on the implementation of the plan.

Reflect and Adjust

The Schoolwide planning team will meet annually to look at data and determine if the plan is being implemented as intended, if student achievement is progressing as expected, and to provide recommendations for the future of the Schoolwide program. This is a time for reflection, when the planning team looks at the collected implementation data and considers whether to continue the implementation plan as is or to modify the plan (including considering stopping strategies).

This annual reflection is a good time to pause and reflect on the resources provided. The Schoolwide planning team can use DPI's Resource Inequity Tool (options available [here](#)) to see if the greatest needs are aimed at those highest leverage root causes and needs. Time to reflect and adjust isn't just for the end of the year and the planning team should consider ways to integrate the reflection process in the ongoing engagement of students, families, staff, and community.

Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments. Cary Cuiccio, Marie Husby-Slater. State Support Network 2018. https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf

Using Needs Assessments for School and District Improvement: A Tactical Guide, Presentation by Julie Corbett and Sam Redding, CCSSO and the Center on School Turnaround, WestEd 2017. https://microsite-wi-prod.s3.amazonaws.com/media/editor/1415/2017_Using_Needs_Assessments_for_School_and_District_Improvement.pdf

Aspen Institute Leading for Equity <https://www.aspeninstitute.org/publications/leading-equity-opportunities-state-education-chiefs/>

Continuous Improvement Process Criteria and Rubric

that meet

Schoolwide Plan Requirements

Comprehensive Needs Assessment

R7 Team has systems and processes to use data.
P1 Team conducts a needs assessment, including root cause analysis.



The Schoolwide plan must be based on a comprehensive needs assessment and focused on students with the greatest academic needs.

Parent and Family Engagement

R3 The team represents diverse stakeholders, has regularly scheduled meetings and all team members participate.
P6 Team engages families and community in planning.



The plan must provide strategies for ongoing parent engagement, including parent and family engagement strategies aimed at improving student learning.

Strategies

P4 Team selects a strategy that is aligned to prioritized needs.
P5 Team develops a plan to implement the selected strategy.



The plan must include strategies to address identified needs. Strategies should improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

Coordination

A1 Team integrates successful evidence-based improvement strategy into district/school.
A2 Team plans for sustainability as more staff members participate, turnover occurs, and improvement cycles continue.



If applicable, the plan must show how it coordinates with other federal, state, and local resources, services, and programs.

Monitor and Adjust

D2 Team ensures implementation of the plan with fidelity.
D3 Team collects and uses adult practice data.
D4 Team collects and uses student outcome data.
S1 Team regularly reviews educator practices monitoring evidence/data sources used to document implementation.
S2 Team regularly reviews student outcome monitoring evidence/data sources used to document.



The school must review the plan at least annually and revised, as necessary.

Title I Schoolwide Program

What is a Schoolwide Program?

There are two types of Title I programs: [Targeted Assistance](#) and Schoolwide. A Schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Title I schools start as Targeted Assistance programs and must apply to become a Schoolwide program. Once the school has an approved Schoolwide application, they remain a Schoolwide program.

The emphasis of a Schoolwide program is to serve all students by improving structures that support student learning and combining resources to achieve a common goal. Schoolwide programs allow for staff and collaborators in schools the ability to redesign their programs to meet the needs of all children, so that every student can succeed.

Essential Pieces of a Schoolwide Program:

Serving all Students, Families, Staff: In a Schoolwide program, all students, staff, and families are a part of the Title I program. It is important to remember instructional staff in a Schoolwide program must meet hiring requirements in the area and grade levels they are providing instruction. This hiring requirement includes paraprofessionals. <https://dpi.wi.gov/title-i/teacher-and-paraprofessional-qualifications>

Progress Monitoring: The plan may include tools and processes for ongoing student progress monitoring. Schoolwide programs must have methods for reporting student progress to parents.

Addressing the Schoolwide plan: The school's Schoolwide plan must be in an understandable format; and must be easily accessible and available to school and district staff, parents, and the public. The school must regularly review the plan and revise as necessary with their Schoolwide planning team. An ongoing communication plan with interested community partners to share and engage for input helps establish a clear communication path within the plan. The Schoolwide plan remains in effect for the duration of the school's participation in Title I.

School Team: A school must have a planning team, including teachers, principals, other school leaders, paraprofessionals, parents, and other members of the community to implement the Schoolwide plan.

Parent and Family Engagement: A Schoolwide program must involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Schoolwide program. The process should include an adequate representation of the families served by the school. <https://dpi.wi.gov/title-i/family-engagement>

Coaching Considerations

- *How might a Schoolwide mindset empower all students, staff, and families towards a community of their own success?*
- *How might your program change if the assets of your communities typically seen as needing help were included as creative solutions to challenges?*
- *What would your team want if there were no barriers in carrying out your Schoolwide plan?*
- *How will you know your Schoolwide plan is working?*
- *What are the next steps needed to meet your Schoolwide goals?*
- *How does the Schoolwide plan align to the LEA priorities?*

Title I Schoolwide Program

What is a Schoolwide Plan?

A Schoolwide plan is a comprehensive plan for long-term improvement, created with collaborators, and designed to address identified needs for the school. For an LEA to utilize funds in a Schoolwide program, the school must have a Schoolwide plan.

Developing a Schoolwide plan is typically a year-long process starting with a comprehensive needs assessment to focus planning efforts on identified needs. The school must involve parents and community members in the development of the Schoolwide plan. Once the initial plan is complete, the school will submit a Schoolwide application to DPI for approval. The Schoolwide application is based on six narrative questions on the process the school used to develop their Schoolwide plan and does not include the actual Schoolwide plan.

<https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f9551.pdf>

Essential Pieces of a Schoolwide Plan:

Parent and Family Engagement: The plan must provide strategies for ongoing parent engagement, including parent and family engagement strategies aimed at improving student learning.

<https://dpi.wi.gov/engaging-families/resources-educators>

Comprehensive Needs Assessment: The Schoolwide plan must be based on a comprehensive needs assessment and focused on students with the greatest academic needs.

Strategies: The plan must include strategies to address identified needs. Strategies should improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

Coordination: If applicable, the plan must show how it coordinates with other federal, state, and local resources, services, and programs.

Monitor and Adjust: The school must review the plan at least annually and revise, as necessary.

Coaching Considerations

- *Who is at the table when developing or reviewing your Schoolwide plan? Whose voice is missing?*
- *What data are you using to assess progress? How are you disaggregating it? What other stories might you find with other data? Does the data privilege a culture, viewpoint, set of experiences?*
- *What new knowledge and skills are needed in order to implement the necessary change? How will capacity be built around these knowledge and skills?*
- *How are the consequences of the Schoolwide plan different for different groups – who will benefit the most, and who stands to lose the most if your decisions are poor?*
- *How is the Schoolwide plan transparent, clear, and accessible for all students, staff, and families?*
- *How regularly do you examine goals, projects, processes, and structures to make sure they reflect your grounding values? What do you do if you find misalignment?*

[Title I Shorts: Schoolwide Plan \(5 Minute Video\)](#)

[Coordinating Funding with Title I, Part A](#)

[Title I Shorts: Schoolwide Program \(5 Minute Video\)](#)

[Title I Schoolwide Program and Achievement Gap Reduction \(AGR\) Alignment for Continuous School Improvement](#) Every Student Succeeds Act of 2015, 20 U.S.C. § 6314(b) and 631