Title I, Part A Schoolwide Program Resource

Title I Schoolwide Program Overview

The purpose of this Schoolwide Program Resource is to support districts in using their Title I, Part A funds effectively.

Title I funds in a Schoolwide school must be used to improve the academic achievement of all students while addressing the needs of the lowest performing students. A Title I school is eligible to become a Title I Schoolwide Program when the poverty level, (determined by free and reduced meal counts, Aid for Dependent Children [AFDC], census, or Medicaid) is at or above 40%. Before a school can be identified as a Schoolwide program, they must spend a year developing a needs assessment around ten components, which guides the school's program strategies.

All staff in a Schoolwide School must be highly qualified. Staff paid with Title I funds are free to work with all students in the building. A Schoolwide school must annually develop a Schoolwide plan and evaluate the impact of services on student achievement. The planning process must involve all staff, parents and community members in the implementation and evaluation of the Title I Schoolwide program. Districts with private schools must consult with private school representatives before making final determinations about the use of Title I funds.

Included in this resource are examples of Title I, Part A Schoolwide Program strategies, as well as potential advantages and considerations for each strategy. During the needs assessment process, consider these strategies as well as others for the development of the Title I, Part A program plan.

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SCHOOLWIDE STRUCTURES/SYSTEMS		
Strategy	**Advantages**	**Considerations**
1. Enhance the comprehensive schoolwide *needs assessment* and annual evaluation	• Builds opportunity for staff to reflect on strengths and gaps • Provides a comprehensive picture of school and priority areas • Considers additional data beyond standardized tests • Can become a catalyst for dialogue among all staff about future directions	• May recognize the need to build systematic formative data collection strategies • Ensure that the results are discussed and acted on by staff by having principal ownership and leadership • May need release time for staff to build relationships Importance of establishing a trusting environment in which to discuss areas of improvement • May require outside facilitator, such as CESA coordinator • Involve parents
2. Restructure instructional delivery model to implement *literacy and/or mathematics learning blocks*	• Focused and extended opportunity for student learning • More opportunity to build in differentiation (varied activities and groupings) and interventions • May result in new collaborative teaching teams with shared planning time	• Requires on-going professional development to ensure effective use of time • Consider importance of whole staff having ownership in the model • Provide outreach to parents and families to understand the benefits of this strategy
3. Develop a *balanced assessment system* that incorporates formative, benchmark, and summative assessments	• Provides a more complete picture of student learning needs • Can help teachers design instruction • Brings teachers together to collaborate and allows consistency to instructional program	• May require professional development to build assessment literacy • Need to provide time for teachers to work together to develop assessments • Consider designing pilot assessments
4. *Fund* more Title I eligible schools or *expand funding* in current Title I schools	• Provides opportunity to serve more students requiring additional assistance • Can build on existing model	• Remember that per pupil allocations must be equal or higher in high poverty schools • Consider sustainability
5. Design a *schoolwide tutoring/mentoring program* across all grades	• Connect tutor with specific needs of student through classroom teacher • Builds positive relationships with community members • Builds positive relationships with students	• Design tutoring opportunity that meets the specific needs of students • May require coordinator to implement effectively

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IN THE CLASSROOM		
Strategy	**Advantages**	**Considerations**
1. Employ highly qualified *teachers* who will work collaboratively across grade levels e.g., *coaches, instructional resource teachers*	• Impacts directly the quality of the teaching and learning of students • Can provide more consistency and communication across classrooms serving students who require additional assistance • Models best practice and feedback to teacher	• Requires on-going professional development in the content areas, as well as effective coaching strategies • Depends upon the availability of experienced staff to become coaches
2. Provide additional *interventions and strategies* to students who require additional assistance	• Greater support to learners • Increases opportunities for early intervention	• Must be aligned to the instructional program • Design strategies and interventions and secure materials that provide support • Need to provide professional development to staff to effectively use teaching strategies • Research successful programs based on data that positively impact student achievement • Create a system for monitoring and recording student interventions, e.g. Student Interventions Monitoring System (SIMS)

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STAFFING		
Strategy	**Advantages**	**Considerations**
1. Reduce *the pupil/teacher ratio* to improve instruction	• Create a learning environment that supports individual students with more consistency • Ability to ensure that students have the skills they need to be successful	• Must examine sustainability • Need to determine what kind of support teachers need to provide instruction that takes advantage of the pupil/teacher ratio • Must identify through current schoolwide needs assessment that this is an appropriate strategy for improving student achievement
2. Employ additional highly qualified *paraprofessional staff*	• Can provide supplemental instructional reading assistance for students to have skills to be successful • Focused support can yield accelerated results	• Depends upon availability of highly qualified staff • May need on-going professional development • Needs to work under supervision of a highly qualified classroom teacher
3. Employ additional highly-qualified *teachers* to provide supplemental support to *intervention (RtI) initiatives*	• Increases opportunities for learning	• Must ensure that teachers deliver educational supplemental services over and above the core instruction • Access to core academic instruction for students should never be limited by any RtI initiatives • Provides additional support on needs of students • Build on programming that may be already in place • Use highly qualified staff

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BEYOND THE SCHOOL DAY/YEAR		
Strategy	**Advantages**	**Considerations**
1. Design or expand a *four-year old kindergarten* experience	• Provide students with the skills they need to be successful in an instructional setting • Supports high needs students • Increases school readiness	• Align preschool experience with elementary school program • Examine sustainability possibilities • Consider developing a 4K community-based approach with collaborative partners
2. Design or build upon *after school or extended day programming*	• Assists students with academics and/or homework • Connects students with school in a different setting and with different educators • Design of program can meet individual needs of students	• Requires highly qualified teacher(s) • May need to hire different staff from those who interact with students throughout the day • Requires transportation arrangements and costs • Ensure connection to classroom instruction
3. Design and implement a *summer school* program	• Provides on-going learning opportunities and academic support to struggling students • Addresses summer learning loss • Aligns well to academic program in school • Provides transportation to get students to school	• Depends upon availability of highly qualified teachers • Examine cost and sustainability • Design a quality program that addresses specific academic needs • Design a district-wide plan and determine criteria for participation • Use high quality instructional practices

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	FAMILIES/COMMUNITY	
Strategy	**Advantages**	**Considerations**
1. Provide **on-going opportunities** (including resources) to parents that **focus on reading and math support**	• Helps families interact with their students in these areas • Provides ways for families to get to know each other over time	• Need to design plan to get diverse group of families attending • Provide additional support to get parents/caregivers there, i.e., transportation, childcare, food, time of day, translators
2. Create a **parent liaison** and/or **parent coordinators**	• Can focus on working with parents to support students' academic achievement • Learning from parents about how to support students • Build positive relationships between school and family	• Need to define parent liaison role clearly • Examine sustainability • Work closely with whole staff to communicate learning activities, parent activities and shared responsibilities, e.g. translations, communications • Consider appropriate methods to reach homeless families
3. Increase **community involvement** in activities that increase student learning	• Determine academic service learning opportunities in the community • Look for ways the community spotlights reading/math e.g. occupations, technology	• Recruit collaborative partnerships in the community • May need coordinator • Look for ways students can see themselves achieving and volunteering in the community that require academics

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PROFESSIONAL DEVELOPMENT		
Strategy	**Advantages**	**Considerations**
1. Design a **comprehensive professional development plan** focused on identified areas of need	• Communicates a focused vision that addresses identified gaps • Allows staff to design different strategies that fit the context of the school and students • Builds on practices that sustain the initiatives • Involves all stakeholders	• Need staff to oversee and coordinate initiatives • Must evaluate effectiveness of professional development initiatives • Funds may be used for consultants, released time for collaboration, whole staff learning time and study groups.
2. Create opportunities for **staff collaboration** that focus on improving the quality of the teaching and learning in all classrooms	• Can creatively look at how to use resources, i.e., rotating subs, extended day, late start, etc. to create time for teachers to work together • Build consistency across all classrooms with a focus on student achievement • Fosters greater alignment within and across grade levels and subjects.	• Coordinate resources to ensure that all staff are involved • May need to address some collective bargaining agreement issues • Important for families and community to understand why teachers are doing this work, especially if outside the classroom

MATERIALS/RESOURCES		
Strategy	**Advantages**	**Considerations**
1. Purchase additional **supplemental materials, supplies** and **software** to enhance instruction	• Must provide different and effective learning strategies • Helps teachers become more proficient with use of technology that supports student learning	• Consider how these materials and purchases will enhance the current needs assessment • Must build in professional development support for teachers • Build into budget the opportunity to visit schools that are successfully using the strategies and technology