

**Federal
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Title I, Part A

Targeted Assistance and **Schoolwide Programs**

Session Outcomes

By the end of this session, participants will be able to:

- Distinguish between a Title I schoolwide program (SWP) and a Title I program in a targeted assistance school (TAS)
- Understand the allowable costs for TAS and the allowable costs for SWP

Types of Title I Programs

Targeted Assistance	Schoolwide
Title I services are provided to a select group of children Children who are served are those who are identified as failing, or most at risk of failing, the state's challenging academic standards.	All staff, students, and resources are part of the Title I schoolwide program The SWP must focus on the needs of low-achieving children and those most at risk of not meeting the state's challenging academic standards.

Goals of Title I Programs

Targeted Assistance	Schoolwide
Improve teaching and learning to enable targeted students to meet challenging state performance standards	Generate high levels of academic achievement in core subjects for all students in a school

How do I know if schools are TAS or SWP?

District Poverty Average 33.05%		35% Rule		Grade Span Grouping (Using District %)	
Fewer than 1,000 Students Exemption		Grade Span Grouping (Using Grade Span %)		Exemptions One School per Grade Span	

Rank									
School	Grade Span	% Low Income	Exceptions	Eligibility	Program Type	Per Pupil Amount	Public Allocation	Private Allocation	Total Allocation
(0000) Tomahawk HI	05-12	33.91		E	Targeted Assistance School	0.00	0.00	0.00	0.00
(0729) Tomahawk Mid	06-08	31.55		F	Targeted Assistance School	600.00	51,500.00	0.00	51,500.00
(1810) Tomahawk D	K4-05	32.19		E	Schoolwide	1,088.00	212,160.00	11,968.00	224,128.00
						Allocated:	763,660.00	11,968.00	775,628.00
						Available for Targeting (Includes Carryover):	275,590.00		
						Remaining Available for Allocating:	322.00		
Private School Equitable Participation Percentage: 3.96%						Save			

Note: This is mock data.

Who are “Title I eligible” students?

Targeted Assistance

Title I students are identified through a multi-step process.

Districts must use multiple, academic measures to identify students at risk.

Then districts rank students according to academic need.

Schoolwide

All students are Title I students.

Students are not ranked for services.

All students are considered Title I, whether or not they receive supplemental educational services.

What qualifies as “Title I” service delivery to students?

Targeted Assistance

Title I teachers and paraprofessionals provide targeted supplemental instruction and/or interventions to targeted students.

Schoolwide

Any practices and staffing that create high levels of academic achievement in core subject areas for all students in the school.

Examples

Targeted Assistance

Push-in model
Pull-out model
Before/after school programs
Summer school

Schoolwide

Class-size reduction
Upgrading curriculum
Formative assessments
Universal screeners
PBIS

Turn and Talk

A targeted assistance school wants to purchase adaptive software that adjusts the level of its content based on student responses. This software will only be used with students identified for Title I services. Can it be paid for with Title I funds?

It depends. In order for this to be allowed in a TAS, the software must be part of a viable instructional program which includes support from a highly qualified teacher or paraprofessional.

What are the qualifications for staff providing Title I instructional services?

Teachers

- Title I teachers must be highly qualified **at the time of hire**.
- Title I teachers must hold a valid license in the content area they are teaching.
 - Example: A teacher who holds an elementary license in regular education is qualified to teach in the core academic areas (Language Arts, Mathematics, Science, and Social Studies) in elementary grades.

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What are the qualifications for staff providing Title I instructional services?

Teachers

- A 316 Reading License is required:
 - If the individual teaches more than one class of reading per day;
 - If the reading assignment is part of a Title I targeted assistance program; or
 - If the reading assignment is part of a reading intervention program (not part of a self-contained classroom).

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What are the qualifications for staff providing Title I instructional services?

Teachers

- There is no separate elementary math license for math instruction or math coaching.
- If the individual is teaching high school math or coaching high school math teachers, the individual must hold a math license (400) in order to be considered highly qualified.

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What are the qualifications for staff providing Title I instructional services?

Paraprofessionals

- Paraprofessionals provide instructional support services under the direct supervision of a highly qualified teacher.
- Paraprofessionals must hold a high school diploma **and**
 - Have completed two years of post-secondary education (48 credits) **or**
 - Have an associate's degree **or**
 - Have met a rigorous standard of quality and demonstrated knowledge of, and ability to assist in instruction in reading, writing or mathematics, or reading, writing or math readiness.

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What are the qualifications for staff providing Title I instructional services?

Paraprofessionals

- Paraprofessionals must be highly qualified at the time of hire.
- Aides providing non-instructional support (clerical, personal care services, cafeteria/playground supervision) are not considered paraprofessionals.
- Staff who hold a Special Education Paraprofessional License are not necessarily considered highly qualified under ESEA.

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What are the qualifications for staff providing Title I instructional services?

Targeted Assistance

Teachers and paraprofessionals funded by Title I must meet the highly qualified requirements of ESEA.

Schoolwide

All teachers and paraprofessionals, regardless of funding source, must meet the highly qualified requirements of ESEA.

What are the requirements for Parent Involvement?

Written parent involvement policies at both the district and school level

Policies should:

- Be developed jointly by district staff and parents;
- Be reviewed and updated annually;
- Detail the LEA's expectation for parent involvement; and
- Describe how the LEA will involve parents in the activities of the schools served under Title I.

What are the requirements for Parent Involvement?

Parents are involved in:

- Identifying needs;
- The implementation of programs and services; and
- The evaluation of programs and services supported by Title I.

What are the requirements for Parent Involvement?

Title I schools must:

- Host an annual school-level meeting;
- Discuss parent-school compacts; and
- Provide materials and training that help parents improve their children's academic achievement.

Targeted Assistance
For parents of Title I students

Schoolwide
For all parents

Turn and Talk

A schoolwide program that implements RtI wants to hold a parent night and fund it with Title I funds. Is this allowed? If so, which parents can they invite?

Yes. A school may use Title I funds for a parent night because all students are considered Title I students.

The school may invite any or all parents, depending on the purpose of the meeting.

Turn and Talk

A targeted assistance program that implements RtI wants to hold a parent night and fund it with Title I funds. Is this allowed? If so, can they invite all parents?

Yes, this is allowed.

The school may only invite parents of children served by Title I teachers/paraprofessionals.

Turn and Talk

Can a targeted assistance school use Title I funds to hold the same parent event two nights in a row. One event for parents of Title I students and the second event for parents of students not participating in Title I?

No. This would not be allowable, as the parents on the second night are not served by Title I.

Turn and Talk

What expenses for parent events may be paid for with Title I funds?

Expenses may include:

- Communication (flyers, postage, etc.)
- Translation and interpretation services
- Light snacks and general supplies
- Childcare
- Transportation for parents
- Stipends for professional and paraprofessional staff

Targeted Assistance
For parents of Title I students

Schoolwide
For all parents

What are the requirements for Professional Development?

LEAs must develop a high-quality professional development plan that is:

- Based on the needs assessment
- Aligned to school and district goals
- Evaluated

One-day or short-term workshops or conferences can only be considered high-quality professional development if they are part of a comprehensive plan and include follow-up activities.

Who can participate in Professional Development paid for with Title I funds?

Targeted Assistance

Administrators, teachers, and other staff who work with Title I students

All school staff in targeted assistance schools may participate, if such participation will result in better addressing the needs of participating Title I students.

Schoolwide

All school staff

**What
Professional
Development
activities
can be paid
for with
Title I funds?**

Allowable professional development activities include:

- In-house trainings by outside experts or qualified, trained staff, and follow-up planning by teams of instructional staff
- Outside conferences and trainings, and follow-up planning by teams of instructional staff
- Mentoring and coaching programs by facilitators and/or teams
- Data analysis and technology training
- Parent engagement strategies
- Training in strategies to instruct limited English proficient children and children with special needs

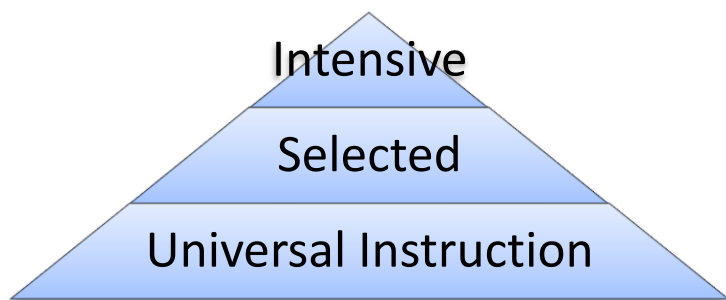


Scenario 1

Eagle Heights Elementary is a Title I schoolwide school and is implementing a Multi-level system of support system. In addition to core reading instruction, the school implements a schoolwide reading intervention block. During this time, all students will receive their appropriate level interventions.

Questions:

1. Who is highly qualified to provide intensive and selected reading interventions for *struggling* readers in this Title I Schoolwide school?



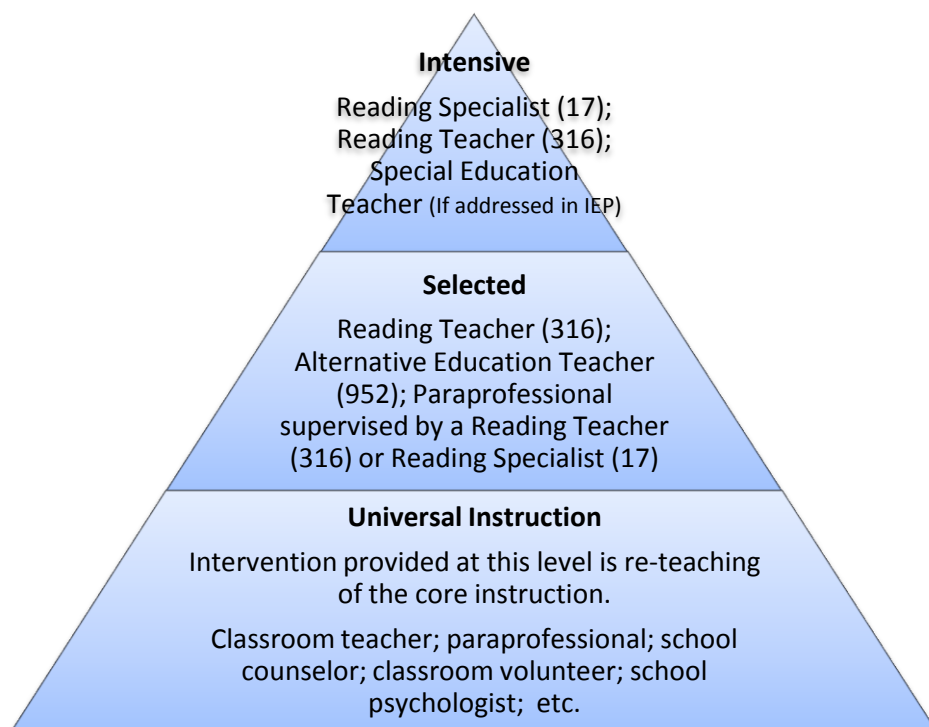
2. Does the school need to seek parents' permission to provide reading interventions for Multi-level system of support and/or Title I?
3. May the school use Title I funds to purchase the universal screener to determine the level of interventions to provide?

Scenario 1

Eagle Heights Elementary is a Title I schoolwide school and is implementing a Multi-level system of support system. In addition to core reading instruction, the school implements a schoolwide reading intervention block. During this time, all students will receive their appropriate level interventions.

Answers:

- Who is highly qualified to provide intensive and selected reading interventions for *struggling* readers in this Title I Schoolwide school?**



- Does the school need to seek parents' permission to provide reading interventions for multi-level system of support and/or Title I?**

Schools shall inform parents that the school is a Title I schoolwide building and provide parents with school-parent compacts. Parental permission is not required for the school to implement a multi-level system of support system.

- May the school use Title I funds to purchase the universal screener to determine the level of interventions to provide?**

Yes, so long as the amount of local resources is not reduced as a result of federal funds.

Scenario 2

Hawk Ridge Elementary has a Title I targeted assistance program and is implementing an Multi-level system of support system. In addition to core reading instruction, the school implements a schoolwide reading intervention block. During this time all students will receive their appropriate level interventions.

Questions:

1. How does the school determine which students will receive Title I reading support?
2. Who is highly qualified to provide Title I reading interventions?
3. Does the school need to seek parents' permission to provide reading interventions for Multi-level system of support and/or Title I?
4. May the school use Title I funds to purchase the universal screener to determine which students to serve and the level of interventions to provide?

Scenario 2

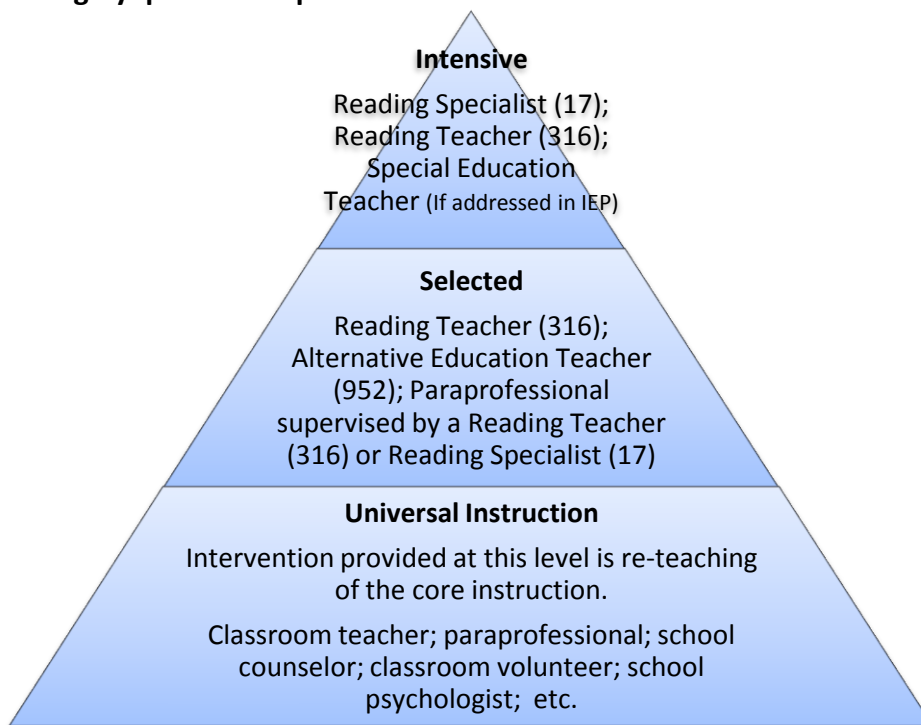
Hawk Ridge Elementary has a Title I targeted assistance program and is implementing an Multi-level system of support system. In addition to core reading instruction, the school implements a schoolwide reading intervention block. During this time all students will receive their appropriate level interventions.

Answers:

1. How does the school determine which students will receive Title I reading support?

The school needs to use multiple educationally related measures to determine Title I students and then rank order students according to their academic needs.

2. Who is highly qualified to provide Title I interventions?



3. Does the school need to seek parents' permission to provide reading interventions for multi-level system of support and/or Title I?

Schools must provide parents with a Title I parent-school compact and parents may decline Title I services. Parental permission is not required for the school to implement a multi-level system of support system.

4. May the school use Title I funds to purchase the universal screener to determine which students to serve and the level of interventions to provide?

No, the school may not use Title I funds to purchase the universal screener because the school is a targeted assistance program and Title I funds may only be used for the targeted students.

Scenario 3

School Name	Grade Span	Poverty Percent	Title I Program
Gunderson Elementary	K – 5	40.32%	Schoolwide
Collins Elementary	K – 5	38.05%	Targeted Assistance
Sunset Elementary	K – 5	29.85%	Targeted Assistance
Sunrise Elementary	K – 5	29.11%	Targeted Assistance
Gully Middle	6 – 8	34.57%	Not Served
Silver Lake Middle	6 – 8	32.77%	Not Served
Pauquette High	9 – 12	28.14%	Not Served

All schools implement a multi-level system of support and each elementary school is planning to host a family literacy night.

Sunset and Sunrise Elementary Schools are using local funds to support family literacy nights. Gunderson and Collins Elementary Schools want to use Title I funds to support their family literacy nights.

Questions:

1. Is Gunderson Elementary School allowed to use Title I funds for their family literacy night? If so, can they invite all parents?
2. Is Collins Elementary School allowed to use Title I funds for their family literacy night? If so, can they invite all parents?
3. Which parents can Sunrise and Sunset Elementary Schools invite to their family literacy nights?

Scenario 3

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All schools implement a multi-level system of support and each elementary school is planning to host a family literacy night.

Sunset and Sunrise Elementary Schools are using local funds to support family literacy nights. Gunderson and Collins Elementary Schools want to use Title I funds to support their family literacy nights.

Answers:

- 1. Is Gunderson Elementary School allowed to use Title I funds for their family literacy night? If so, can they invite all parents?**

Yes, Gunderson Elementary may use Title I funds to host this parent night so long as the district is not reducing Gunderson Elementary's share of local funds.

All students are considered Title I students so the school may invite all parents to the family literacy night.

It is also appropriate to ask, "How do you ensure that Gunderson Elementary is allocated their fair share of state/local funds?"

- 2. Is Collins Elementary School allowed to use Title I funds for their family literacy night? If so, can they invite all parents?**

Collins Elementary School may use Title I funds for Title I Parent Involvement meetings such as a family literacy night but only parents of Title I students are allowed to attend.

- 3. Which parents can Sunrise and Sunset Elementary Schools invite to their family literacy nights?**

The schools may invite all parents to the family literacy night.

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.

Title I, Part A Schoolwide Program Resource

SCHOOLWIDE STRUCTURES/SYSTEMS		
Strategy	Advantages	Considerations
1. Enhance the comprehensive schoolwide needs assessment and annual evaluation	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Provides opportunity to serve more students requiring additional assistance Can build on existing model 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Connect tutor with specific needs of student through classroom teacher Builds positive relationships with community members Builds positive relationships with students 	<ul style="list-style-type: none"> Design tutoring opportunity that meets the specific needs of students May require coordinator to implement effectively

Title I, Part A Schoolwide Program Resource

IN THE CLASSROOM		
Strategy	Advantages	Considerations
1. Employ highly qualified teachers who will work collaboratively across grade levels e.g., coaches, instructional resource teachers	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Greater support to learners Increases opportunities for early intervention 	<ul style="list-style-type: none"> 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)

Title I, Part A Schoolwide Program Resource

STAFFING		
Strategy	Advantages	Considerations
1. Reduce <i>the pupil/teacher ratio</i> to improve instruction	<ul style="list-style-type: none"> • Create a learning environment that supports individual students with more consistency • Ability to ensure that students have the skills they need to be successful 	<ul style="list-style-type: none"> • 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 <i>paraprofessional staff</i>	<ul style="list-style-type: none"> • Can provide supplemental instructional reading assistance for students to have skills to be successful • Focused support can yield accelerated results 	<ul style="list-style-type: none"> • 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 <i>teachers</i> to provide supplemental support to <i>intervention (Rtl) initiatives</i>	<ul style="list-style-type: none"> • Increases opportunities for learning 	<ul style="list-style-type: none"> • 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 Rtl initiatives • Provides additional support on needs of students • Build on programming that may be already in place • Use highly qualified staff

Title I, Part A Schoolwide Program Resource

BEYOND THE SCHOOL DAY/YEAR		
Strategy	Advantages	Considerations
1. Design or expand a <i>four-year old kindergarten</i> experience	<ul style="list-style-type: none"> • Provide students with the skills they need to be successful in an instructional setting • Supports high needs students • Increases school readiness 	<ul style="list-style-type: none"> • 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 <i>after school or extended day programming</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <i>summer school</i> program	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Title I, Part A Schoolwide Program Resource

FAMILIES/COMMUNITY		
Strategy	Advantages	Considerations
1. Provide on-going opportunities (including resources) to parents that focus on reading and math support	<ul style="list-style-type: none"> Helps families interact with their students in these areas Provides ways for families to get to know each other over time 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Determine academic service learning opportunities in the community Look for ways the community spotlights reading/math e.g. occupations, technology 	<ul style="list-style-type: none"> 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

Title I, Part A Schoolwide Program Resource

PROFESSIONAL DEVELOPMENT		
Strategy	Advantages	Considerations
1. Design a comprehensive professional development plan focused on identified areas of need	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Must provide different and effective learning strategies Helps teachers become more proficient with use of technology that supports student learning 	<ul style="list-style-type: none"> 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

Steps to Developing a Title I Schoolwide Program

Start by gathering a planning committee of all stakeholders to lead the planning process. This group should establish a shared vision of what their reformed school will look like in terms of student success. Schools then begin creating a school profile that identifies the gaps between the current status of the school and its vision of where it wants to be. The comprehensive needs assessment identifies specific areas of need for all populations of students in the school. This schoolwide planning process is outlined below:

1. Create a School Profile

- Gather existing information that will inform the committee about current:
 - Student needs
 - Curriculum and Instruction
 - Professional Development
 - Family and Community Involvement
 - School Context and Organization
- Identify Data Sources that informs about the five focus areas above:
 - Gather relevant quantitative data such as student achievement results, enrollment counts, demographic statistics, etc.
 - Gather (or create and execute) relevant qualitative data such as surveys and interviews to determine attitudes and perceptions of the school
- Summarize the data, draw conclusions, and identify schoolwide priorities
 - Share information with key stakeholders

2. Write the Plan

- Work to develop priority needs (usually no more than three per year) based on the data and write primary goals for the Schoolwide Plan, e.g., *“80 percent of our students will be successful in the regular classroom as measured by local assessments.”*
- Transform the goal into a specific objective, e.g., *“We will identify and implement K-6 grade level benchmarks for reading.”*
- Indicate the required Schoolwide components that will be addressed by this objective.
- Determine how the school will accomplish the objective(s) through effective strategies:
 - Identify the specific tasks that need to be done
 - Identify what resources will be needed for each task

- Identify a start date and end date for each task
- Identify who will be responsible for each task and how it will be funded
- Identify what evidence will be used to evaluate each task

Adapted from CESA 10 Title I Schoolwide Planning

3. Evaluate the Plan

- A schoolwide review team will annually meet to look at data and determine if the plan is being implemented as intended, if student achievement is increasing, and provide recommendations for the future of the schoolwide program.

4. Submit Form PI-9551 to the Wisconsin Department of Public Instruction (DPI) for final approval and start implementation

- Planning for a Schoolwide program shall be developed during a one-year period, unless it is determined that less time is needed to develop and implement the Schoolwide program. For more information, check the DPI Title I Schoolwide website and contact the Title I Consultant for your district: dpi.wi.gov/titleone/asp/t1consultants.aspx.

Resources on Schoolwide Programs

Title I Schoolwide dpi.wi.gov/titleone/schoolwide.html

Designing Schoolwide Programs - Non-Regulatory Guidance ed.gov/policy/elsec/guid/designingswpguid.doc

What Works Clearinghouse whatworks.ed.gov/

For more information contact:

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Title I Schoolwide Program

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TONY EVERS, PhD, STATE SUPERINTENDENT



EFFECTIVE TITLE I SCHOOLWIDE PROGRAMS SHARE COMMON CHARACTERISTICS:

- A CLEAR FOCUS
- HIGH EXPECTATIONS FOR STUDENTS AND STAFF
- AN ENVIRONMENT FOCUSED ON LEARNING
- STRONG LEADERSHIP
- CURRICULUM, INSTRUCTION, AND ASSESSMENTS ALIGNED WITH STANDARDS
- HIGH-QUALITY PROFESSIONAL DEVELOPMENT
- A COLLABORATIVE SPIRIT AND COLLABORATIVE STRUCTURES
- MEANINGFUL PARENTAL INVOLVEMENT
- A COMMITMENT TO CONTINUOUS REVIEW AND IMPROVEMENT



Title I at work for you!

A Title I Schoolwide program is a comprehensive reform strategy design to upgrade the entire educational program in a Title I school with 40 percent poverty or more. It allows the school to address the educational needs of all children so every student achieves high levels of academic proficiency.

Schoolwide programs allow staff in schools to redesign their entire educational program to serve all students. The emphasis in Schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

Guidance for Schoolwide Plans

A Schoolwide program’s purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. In Schoolwide programming, a comprehensive plan provides a blueprint for all core operations in the Schoolwide program. This plan brings focus and coherence to activities and helps ensure unity of purpose, alignment, and clear accountability.

Title I Schoolwide Comprehensive Plans must include the following components (components also listed in section 3.1 of the “Title I Schoolwide Programs Assurances and Narrative,” form PI-9551):

- a. A comprehensive needs assessment that identifies the school’s strengths and challenges in key areas that affect student achievement.
- b. Schoolwide reform strategies aligned with the needs assesment, designed to improve instruction throughout the school, based on scientifically-based research, strengthening core academic programs, increasing amount and quality of learning time (such as extended school year, before and after school, and summer school programs and opportunities) and enriched and accelerated curriculum to meet the learning needs of all students.
- c. Instruction by highly qualified teachers so that all students have the opportunity to be taught by teachers who know their subject matter and are skilled in teaching it.
- d. High-quality and on-going professional development for teachers, principals, paraprofessionals, and others to sustain the challenge of meeting student achievement.
- e. Strategies to attract high-quality and highly qualified teachers to high-needs schools.
- f. Strategies to increase parental involvement, especially in helping their children do well in school.
- g. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary Schoolwide programs

- with an emphasis on creating a coherent and seamless educational program for at-risk students.
- h. Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. Teachers need to use multiple assessment measures and know how to use assessment results to improve instruction.
- i. Timely, effective assistance and interventions for all students having difficulty meeting the proficient and advanced levels of academic performance.
- j. Coordination and integration of Federal, State, and local services and programs with the aim of upgrading the entire program and helping all students reach proficient and advanced levels of achievement.



“The world we have created is a product of our thinking. It cannot be changed without changing our thinking.”

—Albert Einstein

Developing and implementing a high-quality Schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students. A Schoolwide program will maintain the fundamental Title I principles including accountability and reporting of academic results, reform rooted in research-based practices, and school and community engagement and collaboration in the operation of the school.

THREE CORE ELEMENTS OF A SCHOOLWIDE PROGRAM

I. CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT THAT:

- Is completed by a Schoolwide Planning Team which includes teachers, principals, other staff, parents, and other community members.
- Clarifies the vision for reform.
- Creates the school profile.
- Identifies the data sources.
- Analyzes the data.

II. DEVELOP A COMPREHENSIVE SCHOOLWIDE PLAN THAT:

- Addresses the ten components (a-j) listed to the left.
- Identifies needs, top priorities, and effective strategies.
- Sets measurable goals.
- Is written down with access for all stakeholders, and includes a timeline of activities.

III. CONDUCT AN ANNUAL EVALUATION OF THE SCHOOLWIDE PLAN THAT:

- Is completed by a review team that includes internal and external individuals.
- Uses data to determine if the program is being implemented as intended and if student achievement increased to the desired level (particularly for the lowest achieving students).
- Reports out their results and recommendations for the future of the schoolwide plan to key stakeholders.
- The schoolwide team utilizes the above information and stakeholder comments to incorporate selected recommendations into the existing schoolwide plan.