



SUMMIT 2021

THE VIRTUAL SERIES

Driving School Improvement Through Schoolwide Planning

Agenda

1. Overview of Title I Schoolwide Program
2. Schoolwide Planning Guidance Document
3. Questions
5. Contacts

Session Objectives

To provide an overview of

- a. Title I Schoolwide Programs;
- b. Schoolwide plan requirements and development; and
- c. Schoolwide Planning Guidance document

Title I Schoolwide Programs

Types of Title I Programs

1. Title I, Part A (Title I) of the Elementary and Secondary Education Act supports reforms and innovations to improve educational opportunities for low achieving students and to provide all children a fair, equitable, and high-quality education.
2. A school district can operate one of two types of Title I programs to achieve these objectives, targeted assistance programs or schoolwide programs.

Targeted Assistance versus Schoolwide

Targeted assistance programs provide services only to children identified as failing, or most at risk of failing.

A Title I schoolwide program is a comprehensive strategy designed to improve an entire educational program in a Title I schools by increasing academic achievement of the all students, particularly the most academically at-risk. A school may operate a schoolwide program if it has a poverty percentage of 40 percent or more (ESEA section 1114(a)(1)).

Three Components of a Schoolwide Program

Comprehensive Needs Assessment (ESEA section 1114(b)(6))

Comprehensive Schoolwide Plan (ESEA section 1114(b)(7))

Annual Evaluation of the Schoolwide Plan (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Schoolwide Plan Development

The schoolwide plan is a school-level plan that captures an intentional and strategic theory of action to improve teaching and learning in a Title I school. It is designed to raise academic achievement of all students with a particular focus on high-need students at-risk for not meeting state standards. Plan must:

- Describe the strategies the school will implement to address school needs
- Describe how the strategies will:
 - » provide opportunities for all children, including each accountability subgroup, to meet state standards,
 - » use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education,
 - » address the needs of all children in the school, but particularly the needs of those at risk of not meeting Louisiana's challenging academic standards, and
- Lists any federal, state or local funding sources the school consolidates or coordinates with Title I to support the schoolwide program.

Schoolwide Plan (SWP) Development

The plan must be developed:

- During a 1-year period for schools not already operating schoolwide programs, unless the LEA determines in consultation with the school that less time is needed to develop and implement the schoolwide program
- With the involvement of key stakeholders e.g. parents, teachers, community leaders, local businesses, advocacy groups
- In coordination and integration with other federal, state, and local services, resources, and programs, if appropriate, such as programs supported under ESSA, violence prevention programs, mental health and trauma intervention strategies, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

Schoolwide Plan Development

SWP remain in effect for the duration of the school's participation in Title I;

Schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards; and

SWP must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the general public can understand.

Comprehensive Needs Assessment

Basis of SWP: Comprehensive Needs Assessment

The Schoolwide Plan must be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing, or are at risk of failing, to meet state standards, and any other factors as determined by the school system.

A school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)).

Basis of SWP: Comprehensive Needs Assessment (CNA)

The Louisiana Department of Education (LDOE) has created a CNA template to help districts and schools establish compliance with ESSA schoolwide planning requirements.

Title I schools operating a SWP must either complete the template or use it as a tool to verify that an existing plan meets all federal requirements.

Completed template or existing plans on file and have them available for review if requested by the LDOE, the US Department of Education, auditors, or other oversight entities.

SWP Plan Template

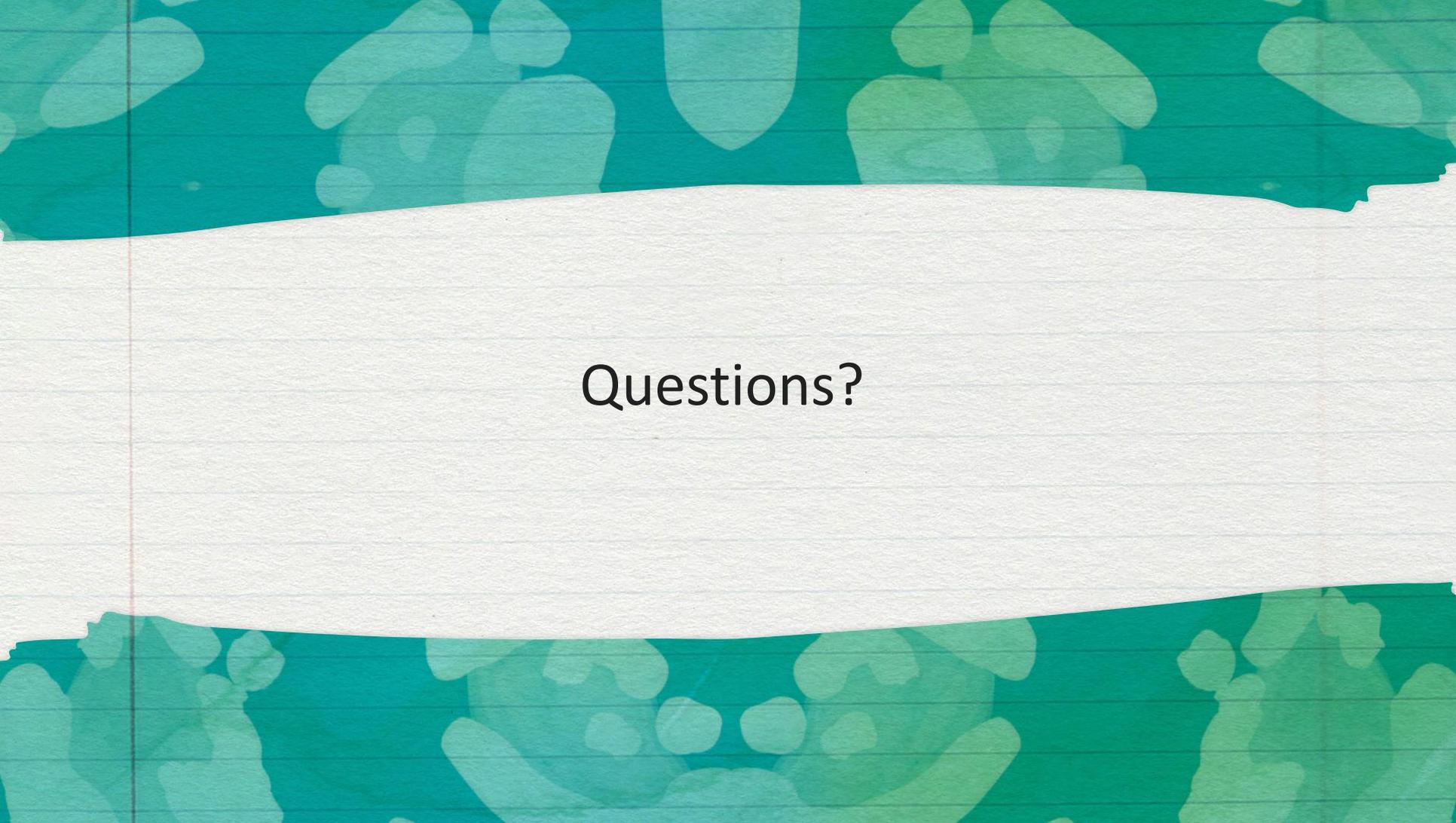
The schoolwide planning template includes the following components:

- 1.1. Family and Stakeholder Engagement
- 1.2. Comprehensive Needs Assessment
- 1.3. Strategies for Improvement
- 1.4. Student Support Services
- 1.5. Students Opportunities
- 1.6. Multi-Tiered Systems of Support for Behavior
- 1.7. Professional Development
- 1.8. Student Transition

SWP Plan Template

Completion of the following four sections (1.3-1.8) are needed demonstrate compliance with ESSA schoolwide plan requirements:

Section	Section Description
Narrative	Based on the results of the school's comprehensive needs assessment, the narrative provides explicit details to address each element of the schoolwide planning template. Responses should be comprehensive and intentional to address student needs, particularly the needs of struggling learners and align with Believe to Achieve: Educational Priorities . Sufficient detail should be provided to ensure anyone reading the plan will understand the basic education program at the school level.
Evidence-Based Practice	Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works. The evidence-based practice section provides the research used to support strategies and/or interventions. Schools must consider whether an evidence-based practice is proven to be successful with students similar to the school demographics and setting.
Budget Decision & Coordination	The budget decisions and coordination explains how Title I funds, in coordination with other funding sources, support the schoolwide program and provide students with a well-rounded education. These sections must match the budget detail information in eGMS . If the school is consolidating funds, clearly specify this in the budget decision and coordination section.
Evaluation	The evaluation provides the methodology, including benchmarks, to evaluate program results. The evaluation results must guide revisions to the schoolwide plan to ensure effectiveness and continuous improvement. For evaluation evidence (pages 74-123) and information on evaluation logic models, visit Institute of Education Science .



Questions?

Contact Information

For more information or questions contact:

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