

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
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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.

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



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 assessment, 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

"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.

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.



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.