



Title I Schoolwide Program

Guiding Questions

Title I Schoolwide Program

What is it?

According to the *Designing Schoolwide Programs Non-Regulatory Guidance*:

“A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.”

A schoolwide program has three core elements: the comprehensive needs assessment, the comprehensive site plan and the annual review of the plan.

How does it differ?

Unlike a Targeted Assistance program, a schoolwide program provides educational services to **all** students, improves **all** structures that support student learning and aligns **all** resources to achieve a common goal: improved student achievement for **all** students.

Ten Required Components

A school operating a schoolwide program must have a current written site plan. The schoolwide site plan must:

- Include a comprehensive needs assessment;
- Identify school reform strategies;
- Provide instruction by highly qualified teachers;
- Offer high-quality, ongoing professional development;
- Create strategies to attract highly qualified teachers;
- Create strategies to increase parental involvement;
- Develop plans to assist in transitions;
- Identify measures to include teachers in decisions;
- Conduct activities to ensure students receive effective, timely, additional assistance; and
- Coordinate and integrate Federal, State and local services and programs.

Documentation

A school operating a schoolwide program must retain documentation related to the three core components. Documentation should be kept on site for at least five (5) years. Documents should be accessible to all stakeholders and may be requested by the Oklahoma State Department of Education (OSDE) for monitoring purposes. A list of required documentation can be found in the Writing the Schoolwide Plan Toolkit available on the OSDE Web site or at the back of this Guiding Questions document.

Component #1

Needs Assessment

What is it?

Section 1114(b) of the *No Child Left Behind Act* (NCLB) requires schools that want to operate a schoolwide program to conduct a needs assessment to develop the schoolwide plan. This needs assessment is the beginning of the initial year-long planning process, and is outlined as a five-step process by the United States Department of Education.

Step 1: Establish a Schoolwide Planning Team

Section 1114(b)(2)(B) of Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served as well as teachers, principals and administrators. This formal planning team should meet regularly to organize and oversee the needs assessment process, guide in the development of the written plan, and conduct the annual review.

Step 2: Clarify the Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. This collective vision defines what the school will look like in terms of student success. The goals and programs identified in the schoolwide plan should align with this vision.

Step 3: Create the School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative data may be used (i.e., student achievement results, parent surveys).

Step 5: Analyze the Data

As the planning team analyzes the data, the gaps between the current state of the school and the established vision for reform will become more apparent. The strengths, weaknesses, and areas of critical need will emerge and become the basis for the goals and strategies that will be developed in the written schoolwide plan. Results of the data analysis should be summarized and presented to all stakeholders.

How often?

Although the needs assessment is described as the beginning of the initial year-long planning process, a school operating an effective schoolwide program would incorporate the needs assessment into a continuous cycle of improvement, modifying the plan as necessary. A needs assessment should also be conducted during the required annual review.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Minutes, agendas and attendance records for planning team meetings;
- Written vision for reform;
- School Profile;
- Sample data used to conduct the needs assessment; and
- Summary of data analysis presented to stakeholders.

Guiding Questions

- How will planning team members be selected and recruited?
- How will the planning team organize its work?
- How will the planning team communicate with the staff, parents and community?
- What is the school's purpose?
- What are the expectations for students?
- How well are the students achieving on State assessments? On other formative and summative assessments?
- How does the school identify individual student needs?
- Did the school make Adequate Yearly Progress (AYP) last year? In prior years? If not, why?
- What are the student attendance rates? Dropout rates?
- What instructional materials and strategies are used at the school? Are they aligned with *Priority Academic Student Skills (PASS)*?
- Is there scientifically based research (SBR) that supports the curriculum and instructional programs?
- What assessment instruments are used by teachers to measure student achievement?
- How are assessment results used?
- Is there a process to determine professional development needs of teachers?
- Do the teachers have the opportunity to collaborate horizontally and vertically?
- Do teachers communicate regularly with parents? What communication methods are used?
- How do parents and the community support student learning?
- How does the school involve parents and the community in decision making?
- How does the community view the school?
- Is the entire staff involved in decisions about school operations?
- Do the policies and procedures of the school support improved student achievement?
- Overall, how much progress was made last year? In the last two years?
- What types of data were used in the needs assessment?
- How is data from various sources collected and analyzed?
- Have parent/teacher/student surveys been conducted?
- What areas of strength, weakness, and critical need are identified by the data?

- What are the gaps between the current state of the school and the vision for reform?
- What goals and strategies will need to be included in the written schoolwide plan to close the gaps?
- How is data shared with students, parents, teachers, and the community?
- What additional sources of data need to be collected? Who will be responsible?

Component #2

School Reform Strategies

What is it?

Reform strategies are instructional strategies and initiatives based on scientifically based research (SBR) and aligned to the *Priority Academic Student Skills (PASS)*. These strategies strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all the students in the school, especially the historically underserved populations.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data and core curriculum assessment data.

Guiding Questions

- What SBR instructional strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly words?
- Are students knowledgeable of *PASS*?
- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of the extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- Do the extended day/year teachers collaborate with regular classroom teachers?
- What was done to strengthen the core academic program at the school?
- Have teachers been trained to support the core academics in their own subject matter?
- Is curriculum aligned with *PASS*?
- Do teachers collaborate in horizontal and vertical teams?
- Have teachers created curriculum maps and/or pacing calendars?
- What benchmark assessments are used to monitor student achievement?
- Are the benchmark results used to drive instruction in the classroom? How?

- Have the schoolwide programs ensured that ALL students at the school have the opportunity to reach the State’s satisfactory and proficient levels of learning?
- How is technology being utilized in the classroom?
- Has technology been effective in increasing engagement, motivation and achievement?

Component #3

Instruction by Highly Qualified Teachers

What is it?

High poverty or low performing schools are sometimes staffed with disproportionately high numbers of teachers who are inexperienced or not highly qualified. To address this issue, NCLB requires that all teachers of core academic subjects and paraprofessionals at a schoolwide school must be highly qualified.

A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Highly qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

In addition, LEAs and schools should ensure that high poverty or low performing schools are not staffing a disproportionate amount of inexperienced teachers (0-3 years) as compared to lower poverty or higher performing schools in the district.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Parents Right to Know notification letter;
- Sample parent notification regarding “Highly Qualified” status; and
- Data collection tools for HQT information.

Guiding Questions

- Are all teachers and paraprofessionals at the school highly qualified?
- If not, has an action plan been developed to assist the teachers/paraprofessionals in reaching highly qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the highly qualified teachers and paraprofessionals?
- Has a template been created for notification to parents when students are taught by a non-highly qualified teacher for more than four (4) weeks?

- Have data charts been created to display highly qualified data including degrees earned and years of experience?

Component #4

High Quality Professional Development

What is it?

High quality professional development focuses on improving student achievement by elevating teacher and principal quality through scientifically researched based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Agendas and attendance records of professional development;
- Documented monitoring and follow up of professional development activities;
- Summaries of professional development;
- School professional development plan; and
- Individual professional development plans.

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- How were the opportunities on the professional development plan chosen? Did data help drive the decision?
- Do all professional development opportunities align with the goals of the schoolwide plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- Have charts or graphs been created to collect the professional development data?

Example

Title of Professional Development	Date(s)	Number and Stakeholder Group of Participants	Description of Professional Development
<i>Book Study</i>	<i>Sept. 13 – Nov. 4, 2008</i>	<i>23 Faculty, 4 Parents</i>	<i>On-going study of Ruby Payne’s A Framework for Understanding Poverty</i>

Component #5

Highly Qualified Teachers to High Needs Schools

What is it?

Employing highly qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide plan must describe the strategies it will use to recruit and retain highly qualified teachers. Examples of activities to support this component include job postings on Web sites, partnerships with institutes of higher education or neighboring districts, promotion at career fairs, and established mentoring programs for teachers, especially in the first three years.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Written plan for recruiting and retaining teachers;
- Evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies); and
- Evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration).

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has a diagram of proposed retirements or other potential teaching vacancies been compiled to look ahead two or three years?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with neighboring school districts to recruit teachers?
- Have future teachers in the community been identified?
- How have future teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of welcoming a new teacher to the school?
- How does the established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new teachers? Existing teachers?

- How are teachers included in decision making, planning, and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Component #6

Parent and Family Involvement

What is it?

Parental involvement is much more than sending weekly newsletters to parents. It is important that schoolwide plans contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Documentation

Schoolwide schools must provide documentation that they are meeting each of the six requirements for parent involvement. The following documentation **must** be retained for compliance purposes:

- Copy of the Site Parent Involvement Policy;
- Copy of the Site Parent/School Compact;
- Copy of Notification to Parents of the Annual Parent Title I Informational Meeting;
- Agenda and Attendance List for the Annual Parent Informational Meeting;
- Parent Survey or Other Evaluation Tool Regarding Parent Involvement Activities;
- Examples of School/Parent Communication;
- Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores; and
- Copy of Notification of Title I Programs and Opportunities.

Guiding Questions

- Has a **site** Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents?
- How are the policy and compact updated annually?
- What parent involvement opportunities are scheduled this year? Next year?
- How are those opportunities evaluated?
- Are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- How are parents encouraged to attend parent involvement activities?
- How are parents encouraged to become active in the Parent Teacher Organization or other school committees and organizations?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?

- Have parents been informed of *Priority Academic Student Skills (PASS)*?
- How often do teachers communicate with parents through phone calls, emails and mailings?
- How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?

Component #7

Transition Strategies

What is it?

This component emphasizes the value of creating a coherent and seamless education program for at-risk students. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at the critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Copies of letters, flyers, and/or mailings notifying parents of transition activities
- Attendance records of parent meetings regarding transitions
- Evidence of vertical teaming among faculty (i.e.-agendas, minutes, curriculum maps)

Guiding Questions

- Where are the critical transition points at the site (i.e., Pre-Kindergarten to Kindergarten, Elementary to Middle School)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often to staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have charts been made to identify transition points, grades affected and coordination efforts?

Example

Transition Point	Grade(s) Affected	Coordination Needed
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<i>Into Kindergarten from Pre-K</i>	<i>Pre-K, Kindergarten</i>	<i>Parents, PK and K teachers, PK and K students</i>
<i>Into Kindergarten from home</i>	<i>Kindergarten</i>	<i>Parents, incoming students</i>

Component #8

Data-Driven Decision Making

What is it?

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Copies of assessments used and evidence the assessments align to *PASS*; and
- Description of how assessment results are used to improve instruction.

Guiding Questions

- Which assessments are currently being used by the school? What do they measure?
- Do the assessments accurately identify at-risk students?
- Has time been given to teachers to work collaboratively to analyze the results of the assessments?
- Have teachers developed a list of strongest and weakest objectives using the Oklahoma Core Curriculum Test (OCCT) data?
- Do teachers have input on the type of assessments to be used at the school?
- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs identified by data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular “data meetings” analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?

Example

Assessment	Timeline	Purpose
<i>Quarterly Benchmark Assessment</i>	<i>End of each 9 weeks</i>	<i>To determine proficiency levels of objectives taught during the quarter.</i>

Component #9

Effective and Timely Assistance

What is it?

The essential difference between a Targeted Assistance Program and a Schoolwide Program is that Targeted Assistance sites use Title I funds to serve only those students who have been identified as being the most at-risk while a schoolwide program uses Title I funds to meet the needs of all students in the classroom. Although a schoolwide school no longer identifies students for services through a targeted selection process, schoolwide schools should have a specific plan for assessing students and using the results to provide effective interventions, especially to the lowest-achieving students.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Written assessment and intervention plan;
- Evidence of monitoring and evaluation of students receiving additional assistance; and
- Evidence that additional assistance supports curriculum and is aligned to *PASS*.

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- Are strategies such as Response to Intervention (RtI), Differentiated Instruction or flexible grouping used effectively in the classroom?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- What additional extended day/year programs are offered at the school?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated in these programs?
- How are extended day/year programs evaluated for effectiveness?
- Are extended day/year or other assistance programs supplemental to regular instruction?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?

Component #10

Coordination and Integration of Programs

What is it?

According to the Designing Schoolwide Programs Non-Regulatory Guidance,

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In addition to coordinating and integrating services, schoolwide programs may combine most federal, state and local funds to provide these services. All programs and funds, however, should be aligned to the goals identified in the schoolwide plan.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- A list of all programs at the site, including their funding sources;
- Budgets for federal, state and local funds; and
- A summary of how the programs and funds are supporting and aligned to the schoolwide goals.

Guiding Questions

- How are local, state and federal programs coordinated to support high-quality learning opportunities for all students in your school?
- How are these programs aligned to the schoolwide goals?
- Has a chart showing integration and coordination of funds and programs been developed?

Example

Funding Source	Program/Service Impacted	Coordination of Effort
<i>Title I</i>	<i>Reading Program Math Program Extended Day/Year</i>	<i>Hire a Reading Specialist Purchase Supplemental Math Program Hire Teachers for After School Tutoring</i>

Title I Schoolwide Program

Annual Review

What is it?

Title I regulations require that all schoolwide schools conduct an annual review of the schoolwide program. The purpose of this review is to evaluate all components and to make revisions for the upcoming school year. The annual review can also serve other purposes such as:

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program;
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals;
- Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

The annual review should answer two main questions: 1) was the program implemented as the planning team intended and 2) was there improvement in student achievement, particularly for the lowest-performing students? To answer these questions, schoolwide sites should develop a formal planning team. This planning team could consist of school staff and community stakeholders or could consist of external evaluators. This decision should be made collaboratively by the school staff and the district.

The annual review is usually organized into six steps. The six steps and guiding questions are included as a progress chart on the next page of the document. More information about the annual review compliance requirements can be found in the *Designing Schoolwide Programs Non-Regulatory Guidance*.

Once the annual review is completed, the schoolwide planning team should modify the existing schoolwide plan as necessary to reflect the strengths, weaknesses and areas of critical need as identified in the review.

Documentation

Schoolwide sites should retain the following documentation for monitoring purposes:

- Written copy of the Annual Program Review.
- Documentation of Annual Program Review meeting(s) including agenda, minutes and attendance records.
- Notification to parents and stakeholders of Annual Program Review meeting and results.
- Documentation of Annual Parent Informational Meeting.

Step 1

•Assign a Schoolwide Program Review Team

- Guiding Questions:
 - Are all stakeholder groups represented?
 - What are the responsibilities of each member?
 - What process will be used to reach decisions and make recommendations?

Step 2

•Collect Data.

- Guiding Questions:
 - Which data will be used to assess the schoolwide plan for effectiveness?
 - Have both qualitative and quantitative data been collected?
 - Who will collect the data?

Step 3

•Analyze and Interpret the Data.

- Guiding Questions:
 - Is there significant improvement in student achievement? Can this improvement be attributed to actions in the schoolwide plan?
 - What are the strengths and critical needs areas? Are these the same as the previous year?
 - Are there any trends in the data that raise new concerns or show any deficiencies in the current schoolwide plan?

Step 4

• Review the current schoolwide plan.

- Guiding Questions:
 - Are all 10 components being implemented?
 - Do the strategies listed in the 10 components sustain the strengths of the school and close the gaps?
 - Do any of the strategies listed in the 10 components need modifications?
 - Have the focus goals been met? If not, what were/are the barriers to reaching these goals?
 - Are the focus goals still the priority of the school? Why or why not?
 - Are there any actions on the timeline that have not been completed? Why or why not?

Step 5

•Discuss new areas of concern and make necessary modifications to the Schoolwide Plan.

- Guiding Questions:
 - What are the areas of need? Is there data to support the need?
 - How will the existing plan need to be modified to meet these needs?
 - How will the changes be implemented in the next school year? Who will be responsible?
 - What is the timeline for implementation for the next year?

Step 6

•Notify parents and stakeholders of results of the annual review and the modifications to the Schoolwide Plan.

- Include required documentation in public and documentation files. See Document Checklist.
- Guiding Questions:
 - How will parents and stakeholders be notified? Who will be responsible?
 - Where will required documentation be stored? Who will be responsible for updating files?