

# Planning to Operate a Title I Schoolwide Program...



*KEEPING THE PROCESS COMPLIANT,  
EFFECTIVE, and USER-FRIENDLY*



ARKANSAS  
DEPARTMENT  
OF EDUCATION

# Agenda



1. Schoolwide Program Overview
2. **Keeping the Process Compliant**: What does the ESEA say about Schoolwide Programs?
3. **Keeping the Process Effective**: The 3 Required Components of SW Planning
4. **Keeping the Process User-Friendly**: ADE Forms, Putting the Process into Practice & Ensuring Compliance
5. Questions/Comments

# What is a Schoolwide Program?



## Overview

- A comprehensive reform strategy designed to upgrade the entire educational program in a Title I school
- 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

## Historical Context

- Mid-1970s Controversy
  - Pull-out Model:
    - ✦ Helped schools comply, but was counterproductive
    - ✦ Found to be unsuccessful
    - ✦ Stigmatized students
- 1978, Congress created SW programs
  - Research findings
  - Change in poverty criteria

# Requirements of a Schoolwide Program



Schools are required to:

## THREE REQUIRED COMPONENTS

1. Conduct a **comprehensive needs assessment** to identify school's strengths and challenges in key areas that affect student achievement.
2. Create a **comprehensive schoolwide plan** that includes clearly identified and specific goals, objectives, interventions, and strategies that address those needs identified in the needs assessment.
3. Conduct **an annual evaluation** of the effectiveness of the schoolwide program plan and revise the plan as necessary.

# Schoolwide vs. Targeted Assistance Programs

	Targeted Assistance Programs	Schoolwide Programs
School Eligibility	At least 35% poverty, or the district-wide poverty level whichever is lower.	Schools with at least 40%.**
Identification of Students	Districts must establish multiple, educationally related, objective criteria to identify students.	None. In fact, students should not be identified as "Title I" students.
Delivery of Services	Only the most educationally needy students or those being served in/by Head Start, Even Start, Early Reading First, migrant education, homeless, or neglected and delinquent.	All students in a schoolwide program are eligible.
Plans	Must include 8 required components.	Must include 10 required components.
HQ Teachers	All teachers must be HQ.	All teachers must be HQ.
HQ Paraprofessionals	All paras paid with Title I funds must be HQ.	All instructional paras must be HQ <u>regardless</u> of funding source.
Parent Involvement	PI activities must be conducted for participating parents, and all parents must receive statutorily required notifications.	PI activities for all parents, and all parent must receive statutorily required notifications.
PD	Priority for Title-I funded PD activities must be given to Title I funded teachers.*	All teachers may participate.
Control of Property	District must ensure that only Title I Participating students using equipment or materials purchased with Title I funds, unless use by ineligible students does not interfere with Title I program and does not decrease value of equipment.	The district must maintain appropriate controls over equipment purchased with Title I funds.
Use of Funds	Funds are limited to uses that assist identified students.	Funds are flexible, subject to schoolwide program planning, depending on the extent to which Title I funds are consolidated with other funding sources.

# *Keeping the Process Compliant:*

## What does the ESEA say about Schoolwide Programs?

*Section 1114 of ESEA*

*34 CFR 200.25- 34 CFR 200.29*

# Schoolwide Programs & Use of Funds

## Section 1114 (a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-

(1) IN GENERAL- A local educational agency **may** consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which **not less than 40 percent** of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.\*\*

### THINGS TO NOTE

- Consolidation of funds **is not** a requirement, however, it is permissible.
  - [Section 1111\(c\)\(10\)](#)
  - [Act 1369 of 2009](#)
- \*\*With ESEA flexibility, *priority* and *focus* schools may operate schoolwide programs **without** having 40 percent of children from low-income families (*Waiver Request 5*).
- \*\*Schools operating Targeted Assistance programs that are considering operating Schoolwide Program that fall below the 40 percent criterion, may request a waiver of the poverty criterion ([ESEA, Section 9401](#)) with guidance from SEA.

# What if LEAs/Schools Do NOT Consolidate?



## ***E-7 If a school operating a schoolwide program does not consolidate its Title I, Part A funds with other Federal, State, and local funds, what activities may Part A funds support?***

- Because Title I, Part A funds are not consolidated with other Federal, State, and local funds, the school and LEA must account for and track the Title I, Part A funds separately, identifying the activities that the Part A funds support.

## ***E-17 If a school operating a schoolwide program does not consolidate Federal funds with State and local funds in a consolidated schoolwide pool, what are employee requirements?***

- **One Cost Objective:**
  - ✦ Must furnish a **semi-annual** certification indicating that he or she has been only completing Title I related activities (See OMB Circular A-87, Attachment B, paragraph 8.h(3)).
  - ✦ Supervisor must sign.
- **Multiple Cost Objectives:**
  - ✦ Must maintain **monthly** time and effort distribution, or PARS records in accordance with OMB Circular A-87, Attachment B, paragraph 8.h(4),(5), and (6).
  - ✦ Employee must document the Federal Program worked on and each program or other cost objective supported by other revenue sources.
  - ✦ Supervisor and employee must sign.

# Schoolwide Programs & Identification of Students

## Section 1114 (a)(2) IDENTIFICATION OF STUDENTS NOT REQUIRED-

- (A) IN GENERAL- No school participating in a schoolwide program shall be required —
  - (i) to **identify particular children** under this part as eligible to participate in a school
  - (ii) to provide **services** to such children that are **supplementary**, as otherwise required by section 1120A(b).
- (B) SUPPLEMENTAL FUNDS- A school participating in a schoolwide program shall use funds available to carry out this section only **to supplement the amount of funds** that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for **children with disabilities** and children with **limited English proficiency**.

## WHAT DOES THIS MEAN?

- Schools are not required to target specific students.
- Schools are not required to supplement services to students; however, Title I funds cannot be used to supplant other funding sources.
- \*\*Schools may not use Title I funds to supplant the funding sources required for SWDs and students with LEP. Title I funds must supplement these funds.



Schools may consolidate funds under Part B of the IDEA **but all schools must comply with all other requirements** of Part B of the IDEA to the same extent as it would if it did not consolidate funds under Part B of the IDEA or section 8003(d) of the ESEA in the schoolwide program.

(Fiscal Guidance, p. 59)

# What does the Supplement vs. Supplant Rule say?

## The Rule

- The federal supplement not supplant provision requires that federal funds be used to **augment** the regular educational program. Funds must **not be used to substitute** for funds or services that would otherwise be provided during the time period in question.
- **In no case** may a school district use Federal program funds to supplant—take the place of—funds from non-Federal sources (Title I, Part A, Section 1120A(b)).

OMB Circular A-133 Compliance Supplement elaborates on instances when it is presumed that supplanting has occurred:

- **TEST 1: REQUIRED:** If the SEA or LEA uses federal funds to provide services that the SEA or LEA was required to make available under **other** federal, state, or local laws;
- **\*TEST 2: EQUIVALENCY:** If the SEA or LEA uses federal funds to provide services that the SEA or LEA provided with nonfederal funds in the prior year; or
- **TEST 3: NON-TITLE I PROGRAMS:** If the SEA used Title I, Part A funds to provide services for participating children that the SEA or LEA provided with nonfederal funds for non-participating children.

# Exceptions to the Rule

- The presumptions of supplanting are rebuttable if the LEA or school can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal Title I funds not been available.
- To rebut the presumption of supplanting the LEA or school would need to have detailed records to show that:
  - There was in fact a reduced amount or lack of State and local funds available to pay for this position.
  - The LEA made the decision to eliminate the position without taking into consideration the availability of Federal funding, along with the reasons for that decision—e.g., school board minutes.
- An SEA or LEA may exclude supplemental state and local funds that were expended in any school or attendance area for programs that meet the **“intent and purposes”** of Title I, Part A.

*Amendment to 200.63, Exclusion of Supplemental State and Local Funds from Supplement, not Supplant effective 11/12/98)*

# Intents and Purposes

- A program meets the intent and purposes of Title I, Part A if the program **either**—
  - Is implemented in a school in which the percentage of children from low-income families is **at least 40 percent**;
  - Is designed to **promote schoolwide reform and upgrade the entire educational operation of the school** to support students in their achievement toward meeting the State's challenging academic achievement standards that all students are expected to meet;
  - Is **designed to meet the educational needs of all students** in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards; and
  - Uses the State's **system of assessment** under 34 CFR 200.2 to review the effectiveness of the program.

Or—

- **Serves only students who are failing, or most at risk of failing**, to meet the State's challenging student academic achievement standards;
- **Provides supplementary services** designed to meet the special educational needs of students who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's **system of assessment** under 34 CFR 200.2 to review the effectiveness of the program.

[Section 1120A(d) and [34 CFR 200.79](#)]

# Schoolwide Programs & Exemption from Statutory and Regulatory Requirements

## Section 1114(a)(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS-

- (A) EXEMPTION- Except as provided in subsection (b), the Secretary **may**, through publication of a notice in the [Federal Register](#), exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act, except as provided in section 613(a)(2)(D) of such Act), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the **intent and purposes** of such other programs are met.



*A school **that consolidates** Federal funds in its schoolwide program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation. However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.*

(See E-8 through E-10.)

[Section 1114(a)(3); 34 CFR 200.29(a), (b), (d)]

# Schoolwide Programs & Exemption from Statutory and Regulatory Requirements *cont.*

## Section 1114(a)(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS-

- (B) REQUIREMENTS- A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.
  - (C) RECORDS- **A school that consolidates and uses funds** from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program (See Slide 8).
- **Maintenance of Effort:** LEAs may receive its full Title I allocation for any fiscal year only if the SEA determines that the LEA maintained its fiscal effort as outlined in Section 9521 of ESEA. Not less than 90% for the 2<sup>nd</sup> preceding SY
  - **Comparability of Services:** LEAs may receive Title I funds only if it uses State and local funds to provide services in Title I schools that are at least comparable to services in non-Title I schools. If all schools in an LEA receive Title I funds, state and local funds must be comparable in each Title I school (Section 1120A).

# Schoolwide Programs & Professional Development



- Section 1114(a)(4) PROFESSIONAL DEVELOPMENT
  - Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 (HQT&P) for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.
    - *Subsection (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

# Components of a Schoolwide Program



- Section 1114(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-
  - (1) IN GENERAL- A schoolwide program shall include the following components:
    1. (A) **A comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
    2. (B) **Schoolwide reform strategies** that —
      - (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D)
      - (ii) Use effective methods and instructional strategies that are based on scientifically based research that —
        - ✦ (I) **Strengthen the core academic program** in the school;
        - ✦ (II) **Increase the amount and quality of learning time**, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; an
        - ✦ (III) Include strategies for meeting the educational **needs of historically underserved populations;**

# Components of a Schoolwide Program *cont.*



- (iii)(I) Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —
  - ✦ (aa) Counseling, pupil services, and mentoring services;
  - ✦ (bb) College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - ✦ (cc) The integration of vocational and technical education programs; and
- (II) Address how the school will determine if such needs have been met; and
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

# Components of a Schoolwide Program *cont.*

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3. (C) Instruction by **highly qualified teachers**.
  4. (D) In accordance with section 1119 and subsection (a)(4), **high-quality and ongoing professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
  5. (E) Strategies to **attract high-quality highly qualified teachers** to high-need schools.
  6. (F) Strategies to **increase parental involvement** in accordance with section 1118, such as family literary services.
  7. (G) **Plans for assisting preschool children in the transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs (*If applicable*).
  8. (H) Measures to **include teachers in the decisions regarding the use of academic assessments** described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  9. (I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, **timely additional assistance** which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  10. (J) **Coordination and integration of Federal, State, and local services and programs**, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

# How does ESEA define Scientifically Based Research?

(A) Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) Includes research that —

- i. Employs systematic, empirical methods that **draw on observation or experiment;**
- ii. Involves **rigorous data analyses** that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- iii. Relies on measurements or observational methods that provide **reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;**

i. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

ii. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

iii. **Has been accepted by a peer-reviewed journal or approved by a panel of independent experts** through a comparably rigorous, objective, and scientific review.

# Schoolwide Programs & The Schoolwide Plan



- Section 1114(b)(2) PLAN-
  - (A) IN GENERAL- Any eligible school that desires to operate a schoolwide program shall **first develop (or amend a plan)** for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that —
    - ✦ (i) describes how the school will **implement the components** described in paragraph (1);
    - ✦ (ii) describes **how the school will use resources under this part and from other sources** to implement those components;
    - ✦ (iii) includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be **consolidated** in the schoolwide program; and
    - ✦ (iv) describes **how the school will provide individual student academic assessment results** in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

# Schoolwide Programs & Plan Development



## Section 1114(2)(B) PLAN DEVELOPMENT

The comprehensive plan shall be —

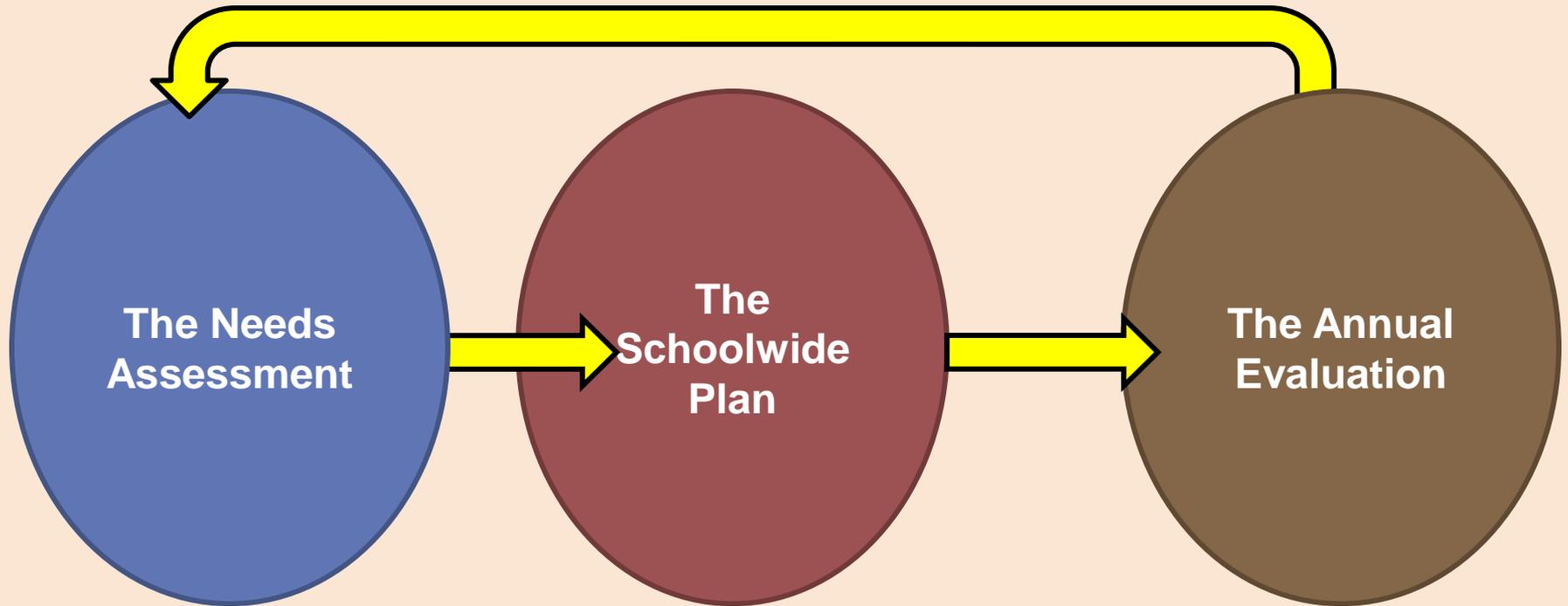
- (i) Developed **during a one-year period**, unless —
  - (I) The **LEA**, after considering the recommendation of the technical assistance providers under section 1117, **determines that less time is needed** to develop and implement the schoolwide program; or
  - (II) The school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but **shall develop amendments to its existing plan** during the first year of assistance after that date to reflect the provisions of this section;
- (ii) **Developed with the involvement** of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;
- (iii) In effect **for the duration** of the school's participation under this part and reviewed and **revised, as necessary**, by the school;
- (iv) **Available** to the local educational agency, parents, and the public, and the information contained in such plan shall be **in an understandable and uniform format** and, to the extent practicable, provided in a language that the parents can understand; and
- (v) If appropriate, **developed in coordination with programs** under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

# Schoolwide Programs and Pre-K Programs



- Section 1114(2)(c) PREKINDERGARTEN PROGRAM-
  - A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

# The Three Required Components of Schoolwide Planning



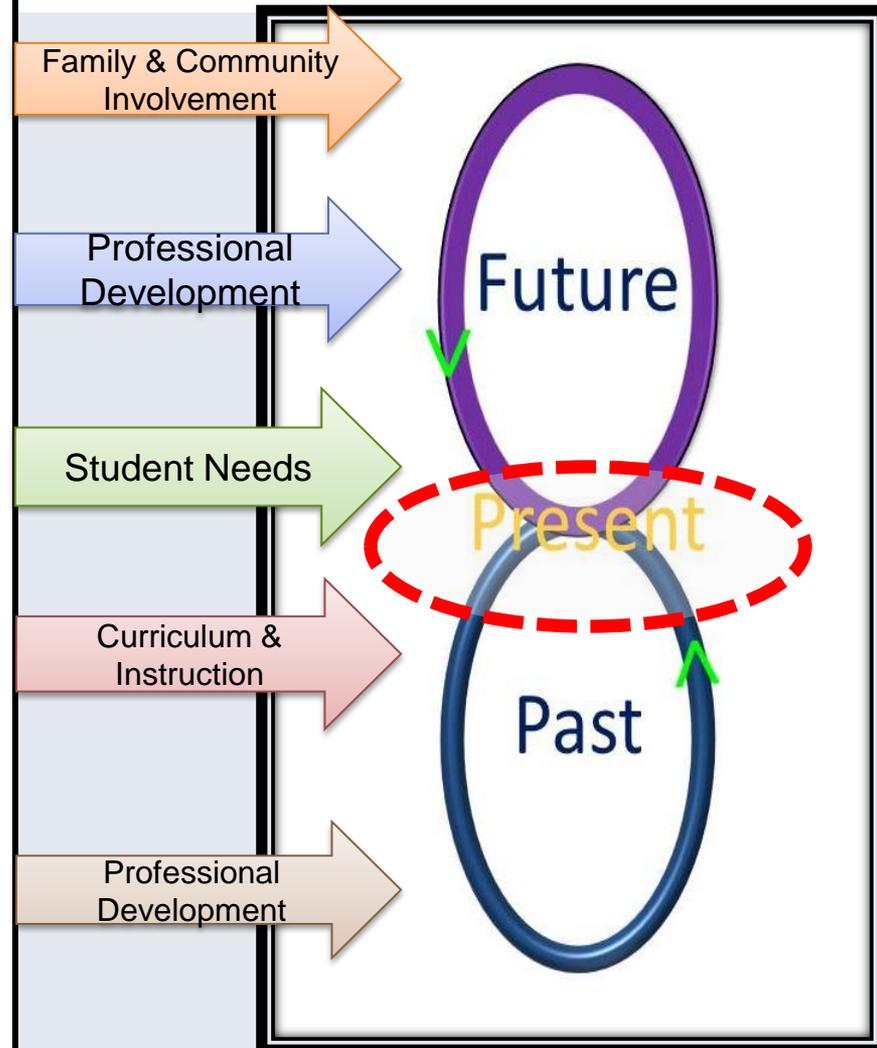
# Needs Assessment Overview

## What is a needs assessment?

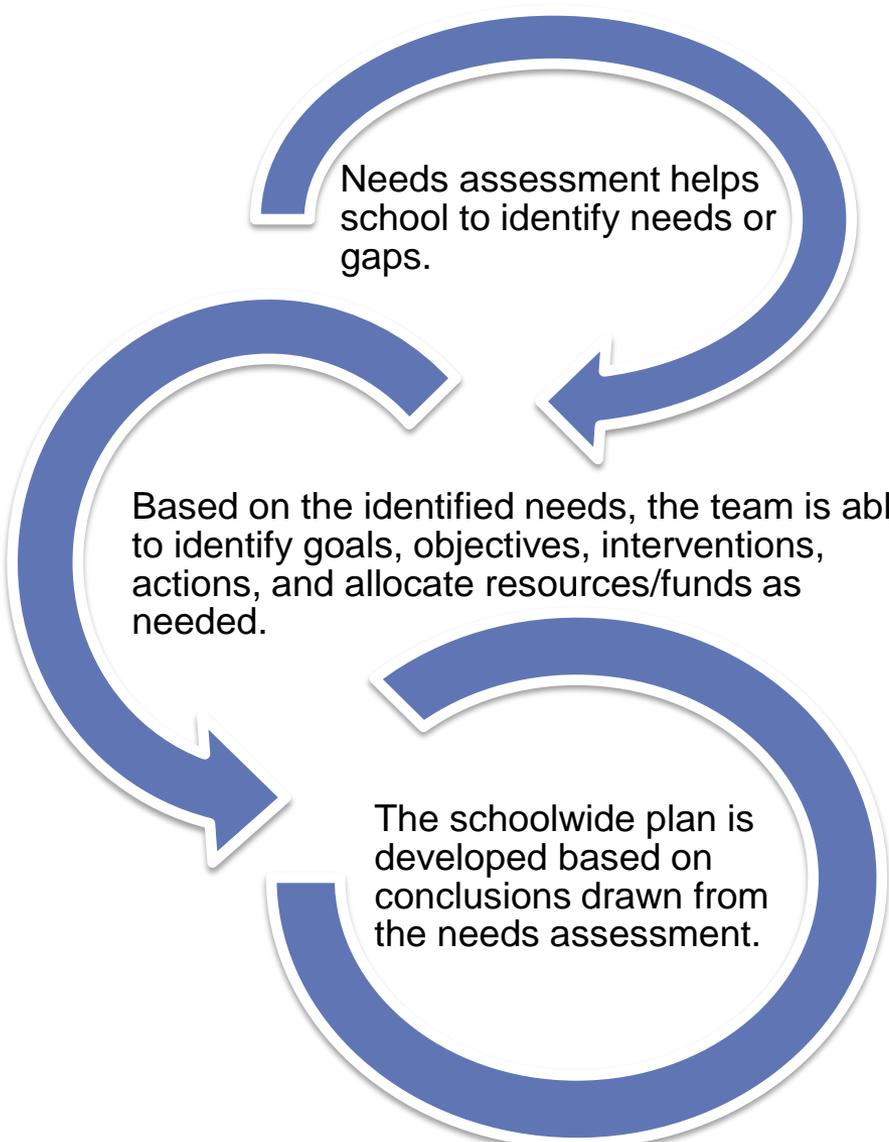
- A systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". It is the first step in the planning process, and helps determine the methods to achieve improvement.

## When should it take place?

- A Needs Assessment should take place **before** the schoolwide plan is developed.
- For schools going **SW for the first time**, it may take place in the preceding year **while the school is still operating a Targeted Assistance Program**.
- Because **priority schools** can operate a schoolwide program immediately, these schools must complete the year of planning **during their initial year of being schoolwide**.
- For schools already SW, the needs assessment should be analyzed before modifying (*if needed*) the ensuing year's plan.



# Needs Assessment Overview



Needs assessment helps school to identify needs or gaps.

Based on the identified needs, the team is able to identify goals, objectives, interventions, actions, and allocate resources/funds as needed.

The schoolwide plan is developed based on conclusions drawn from the needs assessment.

To satisfy schoolwide planning requirements, schools are required to organize data around the five focus areas:

1. Student Needs
2. Curriculum and Instruction
3. Professional Development
4. Family and Community Involvement
5. School Context and Organization

# Step 1: Establish a Schoolwide Planning Team



- This team should possess **diverse skills and experience**, and should be knowledgeable about Title I. The team **shall** include:
  - Parents
  - Community members
  - Teachers
  - Principals
  - Other program administrators
  - If appropriate, pupil services personnel, technical assistance providers, school staff,
  - Students, if the plan is for a secondary school
- The team should be responsible for:
  - Organizing and overseeing the **needs assessment process**
  - Leading the staff in developing **the schoolwide plan**
  - Conducting **or** overseeing the program's **annual evaluation**
- Once the team is developed, the next steps are to:
  - Identify member **roles and responsibilities**
  - Identify and **involve stakeholders**
  - **Organize** the team's **work**
  - Prepare the school for **change**



## Step 2: Clarifying the Vision & Mission for Reform

- The school staff should discuss what their reformed school will look like in terms of student success, and how that vision differs from what currently exists.
- The schoolwide planning team should ensure input is solicited from **ALL** stakeholders.

- Why is it important to secure input from all stakeholders?
  - A collective vision is the engine that drives school reform.
  - Promotes collaborative leadership
  - Increases buy-in and ownership

Current  
Condition

Future  
State



# Step 3: Creating the School Profile

- The school profile should:
  - Help the school understand its current status
  - Reveal the gap between where the school is now and where it wants to be when its vision is realized
  - Provide a data-driven picture of the school's student, staff, and community demographics, programs, and mission
  - Serve as a starting point for discussion
  - Suggest critical areas that might be addressed in the schoolwide plan
- To create the profile, the schoolwide planning team should first decide which focus areas are most essential to reform the school.

1. Student needs
2. Curriculum and Instruction
3. Professional Development
4. Family and Community Involvement
5. School Context and Organization

# Focus Area 1: Student Needs

1. How well are students achieving on State assessments, in general, in identified subgroups and individually?
2. Are there measurable goals for achievement that are known by parents, teachers, and students?
3. How does the school identify individual student needs?
4. What are the student mobility rates? Dropout rates? Attendance rates?
5. What, if any, significant disciplinary problems exist in the school?
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner?
7. Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed?
8. Did the school make AYP last year? In prior years? If not, why?

# Focus Area 2: Curriculum and Instruction

1. How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process?
2. What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?
3. Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?
4. What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?
5. How are assessment results used?
6. Is instructional technology available to all students? Do teachers integrate technology into teaching?
7. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?

# Focus Area 3: Professional Development

1. Are all teachers and instructional paraprofessionals highly qualified?
2. Is there a process to determine the professional development needs of teachers?
3. What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?
4. Is professional development voluntary or mandatory? To what degree does staff participate?
5. Is professional development related to classroom instruction?
6. How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
7. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
8. Does the daily teacher schedule allow for common planning time across grade levels and content areas?
9. How is professional development evaluated and mid-course corrections made if needed?

# Focus Area 4: Family & Community Involvement

1. Do teachers routinely communicate with parents (formally and informally) about the academic progress of their children?
2. How are parents and the community involved in activities that support student learning?
3. How does the school involve parents and the community in school governance decisions?
4. Are health and human services available to support students and their families?
5. Are translators and written communications available for families who speak languages other than English?
6. Does the school or district offer adult education programs?
7. Are staff and students involved in community activities?
8. How does the community view the school?
9. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?

# Focus Area 5: School Context and Organization

1. Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school?
2. Is the entire school staff involved in decisions about school operations? How?
3. Is the school safe and orderly?
4. What disciplinary policies exist, and how are these policies enforced?
5. What is the school climate? Are staff and student morale high?
6. How is the school managed?
6. What role(s) does the principal play? Is he or she viewed primarily as an instructional leader? A business manager? A disciplinarian?
7. How is the school budget determined, and how are priorities set?
8. How are all resources (funds, time, personnel) currently allocated?
9. How are the financial resources prioritized to meet the needs of the school?
10. Does the school currently operate with one written plan? Was the plan developed collaboratively? Is the plan followed?
11. Overall how much progress has the school made in the last year? In the last two years?

# Step 3: Creating the School Profile

## School Now According to Needs Assessment

- No process in place to assess student academic, behavioral needs,
- Did not meet AMOs 2012-2013 SY in Literacy or Math (NORMES)
- High suspension (178 Total) (Summative Discipline Report)
- 88% attendance rate (Summative attendance data from guidance dept.)
- 89% of teachers are HQ (HQ State Report)
- Little to no parent involvement (Review of attendance from parent conferences, PTA meetings, and feedback from parent surveys)
- Low teacher morale (Feedback from teacher surveys)

***Curriculum and Instruction***

***Student Needs***

***School Context & Organization***

***Student Needs***

***Professional Development***

***Family & Community Involvement***

***School Context & Organization***

## Where the School Wants to Be...

- Utilize RTI process to assess student academic/behavioral needs
- Exceed AMOs during 2013-2014 SY in Literacy and Math to close achievement gap
- Reduce suspension rates by at least ½ by May 2014
- Increase attendance rates to at least 97% by May 2014
- Increase HQ teachers to 100% percent of teachers are HQ by May 2014
- Increase parental involvement by ½ and change parents' perception of school
- Increase teacher morale and develop a positive school culture and climate

# Step 4: Identifying Data Sources



- The team is charged with gathering and organizing data in these five focus areas.
  - Team must decide on data sources.
  - **“Where will we get our data from?”**
- Some data will be readily accessible. (Quantitative Data: Discipline records, student achievement data, attendance data, dropout and graduation rates, etc.)
- Some data will need to be collected, such as qualitative data that reveals attitudes and perceptions.
  - Surveys
  - Focus group studies
  - Interviews
  - Classroom observations
- Whichever data collection methods are chosen, the schoolwide planning team will need to:
  - Identify individuals to be surveyed or interviewed;
  - Determine how to receive the information and follow up with people who do not respond;
  - Duplicate and distribute data collection forms, as needed;
  - Organize the data within the identified focus areas; and
  - Tabulate the data and display results in ways that are clear and understandable.
- Creating charts, tables, and tally sheets can help organize the data and reveal trends that will be useful later when schoolwide priorities are established.

# Step 5: Analyzing Data



- Essential step in moving from information gathering to the creation of a schoolwide plan that accurately and realistically addresses the key reform issues the school faces.
  - As data is analyzed, the gap between the school's established vision for itself and its current operating state will become more clear, and the team will begin to recognize issues that have a significant impact on student achievement.
  - The most important of these will be addressed in the schoolwide plan that is developed.
- The following questions can serve as helpful prompts as the planning team discusses the collected data:
    1. What are the strengths and the challenges of the current school program?
    2. Does the evidence gathered support staff assumptions about strengths and needs?
    3. Are there information gaps? What more do we need to know?
    4. What priorities does the information suggest?
  - Schoolwide planning team should share data with stakeholders in reader-friendly terms in as many ways as possible.
  - Once the sharing has taken place, planning team should work with school staff to prioritize the needs and determine how the most important ones will be addressed in schoolwide plan.

# The Schoolwide Plan Overview

# The Schoolwide Plan Overview

***The schoolwide plan is essentially the blueprint for all core operations in the schoolwide program.***

Must address all 10 components defined in ESEA.

1. Comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by HQ teachers
4. High-quality and ongoing professional development
5. Strategies to attract HQ teachers to high-need school
6. Strategies to increase parental involvement
7. Plans for transitioning preschool students
8. Measures to include teachers in decisions regarding use of academic assessments.
9. Activities to ensure struggling students receive effective and timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs.

# Steps in Developing Plan

1. Identify Priorities and Effective Strategies
2. Set Measurable Goals and Objectives
  - a) Student Achievement Goals
  - b) School Operation Goals
  - c) Goals should be
    - ✦ Specific
    - ✦ Measurable
    - ✦ Attainable
    - ✦ Realistic
    - ✦ Time-Bound

3. Select concrete strategies and action steps using research-based solutions to achieve these goals
4. Allocate resources, services, and funds
5. Finalize Goals and Plan

# Questions to Consider



- Does the school already have a comprehensive plan?
  - *If so, is the plan based off a needs assessment?*
- How will the budget support the plan?
- How will this plan accommodate changes over time?
- Who will monitor the implementation of the plan?

# The Schoolwide Annual Evaluation Overview

# Program Evaluation/Annual Review

- The annual evaluation should analyze whether:
  - The plan was effective in increasing the achievement of students in meeting the State's academic standards, particularly those students who had been furthest from achieving the standards.
  - The plan should be revised as necessary based on the results of the evaluation [34 CFR 200.26(c)]
- Evaluation should determine if strategies are contributing to the desired outcomes either in terms of:
  - Improvement in student achievement,
  - Increases in other activities that lead to increased student achievement such as greater parental involvement or more high-quality professional development.
- Questions the team needs to consider:
  - **Implementation:** Did we implement all programs /strategies as intended?
  - **Results:** Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?

# Deciding Who Should Conduct the Evaluation/Annual Review

- Annual review must be completed:
  - Internally, by school staff; or
  - Externally, by a person or persons outside of the school, such as staff from the school district, from a regional educational laboratory, from an institution of higher education, or from any other technical assistance provider
- Districts and schools are strongly encouraged to use outside reviewers whenever possible.

Evaluate against school's previous performance.

The diagram features a light blue background with a white circle at the top center. Two yellow arrows point from the left towards a large dark grey circle on the right. The top arrow is labeled 'Evaluate against school's previous performance.' and the bottom arrow is labeled 'Internal evaluation...'. The dark grey circle contains a white circle with the text 'COMPARISON IS THE THIEF OF JOY.' and 'Theodore Roosevelt' below it.

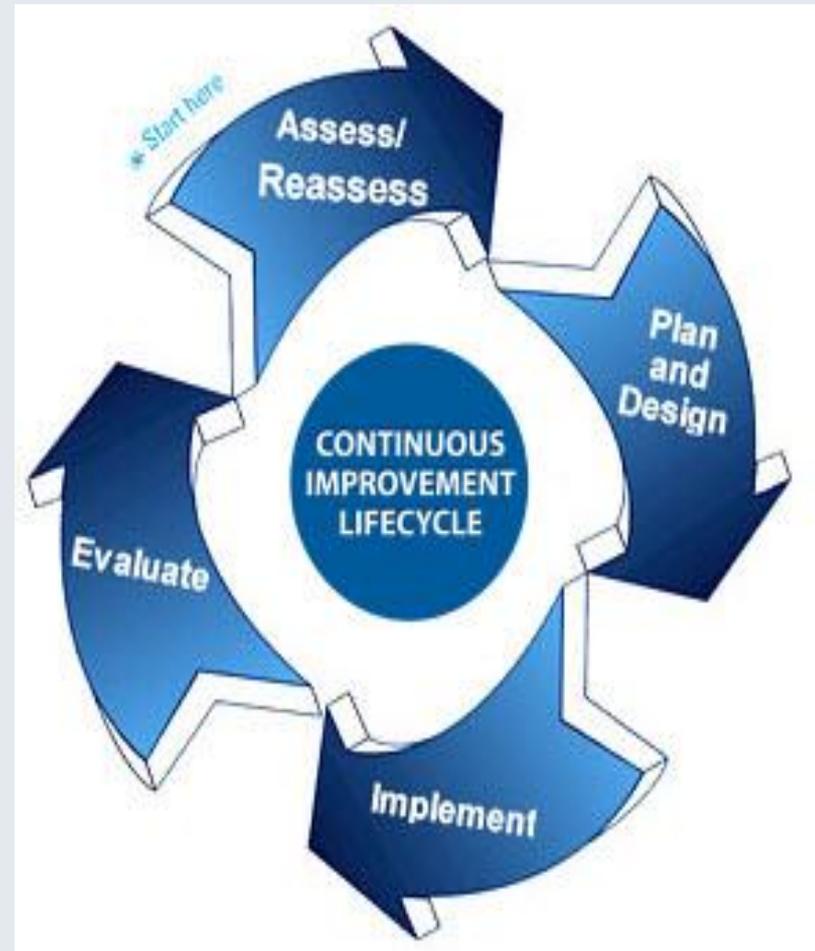
Internal evaluation...

COMPARISON  
IS THE THIEF  
OF JOY.

*Theodore Roosevelt*

# What's After the Evaluation?

- Team should:
  - Present the results to staff in the school, parents and other community members
  - Use the results of the review to more effectively implement its schoolwide program and to improve student achievement
  - Consider input and identify which recommendations will be incorporated into the existing school plan
  - Revise the existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels



# Putting the Process into Practice & Ensuring Compliance

# Using the Schoolwide Checklist



## TITLE I SCHOOLWIDE PLANNING CHECKLIST

Date: Click here to enter text.		District Name: Click here to enter text.		District LEA: Click here to enter text.		
School Name: Click here to enter text.		<input type="checkbox"/> Focus School <input type="checkbox"/> Priority School <input type="checkbox"/> N/A		LEA Number: Click here to enter text.	Grade Span: Click here to enter text.	
Principal Name: Click here to enter text.		Principal E-Mail: Click here to enter text.		Principal Telephone Number: Click here to enter text.		
<p><b>DIRECTIONS:</b> A school wishing to operate a schoolwide program must undertake a yearlong planning process unless the school district determines that less time is needed (Section 1114 B(i)). To ensure the appropriate documentation is submitted to ADE, this checklist has been developed to facilitate this yearlong planning process for schools.</p>				NOTES:		
FOLDER 1 or TAB 1	1. The school meets the 40% poverty criterion. [Section 1114 (a)(i) of Title I of ESEA]. <input type="checkbox"/> Yes <input type="checkbox"/> No				Click here to enter text. <div style="border: 2px solid red; background-color: yellow; padding: 10px;"> <ul style="list-style-type: none"> <li>• SWPT must document that the school meets the 40 percent poverty criterion.</li> <li>• Types of documentation are suggested.</li> </ul> </div>	
	2. Evidence showing the school meets the 40% poverty criterion is included in Folder 1 (See below). <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Afterschool Snack Program Form (Schedule B) included  <input type="checkbox"/> AR School ESEA Accountability Report form  <input type="checkbox"/> Other: _____					

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

FOLDER 2 or TAB 2

1. The assigned ADE Program Manager (ACSIP and/or Federal Program) has been contacted to discuss the intent of operating a schoolwide program.

Yes     No

Date of contact \_\_\_\_\_

2. Copy of the Commitment to Schoolwide Planning has been submitted to the Title I Office and a copy is included in the folder.

Yes     No

FOLDER 3 or TAB 3

1. A meeting was held with stakeholders including administrators & parents to discuss the intent of schoolwide program planning. *[Section 1114B (ii) of Title I of ESEA].*

Yes     No

A. The SIGN-IN SHEET with the position of all attendees is included to show evidence of this meeting (Date is required).

Yes     No

B. Parent(s) were in attendance for meeting. Parents are clearly identified on the sign-in sheet.

Yes     No

C. The AGENDA for this meeting is included (Date is required).

Yes     No

D. The MINUTES for this meeting are included (Date is required).

Yes     No

NOTES:

Click here to enter text.

The specific form needed is listed to ensure schools submit accurate documentation, and schools are advised how this form may be retrieved from the Title I Office.

- [Sign-in sheet](#) with dates, [agendas](#), and [minutes](#) are specifically requested.
- Forms have been developed for schools to use for all meetings.

# Sample Sign-In Sheet, Agenda, & Minutes

## TITLE I SCHOOLWIDE PLANNING SIGN-IN SHEET

School: Cherokee Elementary  
 Meeting Title: Open House  
 Meeting Date: August 10, 2014

Attendee(s)	Signature of Attendee(s)	Position of Attendee
Dr. L. Jones	<i>Dr. L. Jones</i>	Principal
Tamara Davis	<i>Tamara Davis</i>	5 <sup>th</sup> Grade Teacher
John Hancock	<i>John Hancock</i>	4 <sup>th</sup> Grade Teacher
Sara Riley	<i>Sara Riley</i>	3 <sup>rd</sup> Grade Teacher
Jane Thomas	<i>Jane Thomas</i>	2 <sup>nd</sup> Grade Teacher
Sherry Banks	<i>Sherry Banks</i>	1 <sup>st</sup> Grade Teacher
Glenda White	<i>Glenda White</i>	Federal Programs Coordinator
Lisa James	<i>Lisa James</i>	Assistant Principal
Kim Doss	<i>Kim Doss</i>	Parent
Henry Doss	<i>Henry Doss</i>	Parent
Elizabeth Crawley	<i>Elizabeth Crawley</i>	Parent
John Evans	<i>John Evans</i>	Instructional Coach
Chavonne O'Rear	<i>Chavonne O'Rear</i>	Guidance Counselor
Wendi Jones	<i>Wendi Jones</i>	Special Education Coordinator
Marcia Smith	<i>Marcia Smith</i>	ELL/Migrant Coordinator



## TITLE I SCHOOLWIDE PLANNING MEETING AGENDA

School: Cherokee Elementary  
 Meeting Title: Open House  
 Meeting Date: August 10, 2014

### AGENDA ITEMS (Please be specific.):

1. WELCOME BY DR. POSTON
2. 2014 SCHOOL EXPECTATIONS
3. INTENT OF SCHOOLWIDE PLANNING (BENEFITS, FLEXIBILITY, STUDENTS, YEAR OF PLANNING)
4. TESTING CALENDAR
5. PTA CONFERENCES
6. PTO DUES
- 7.
- 8.
- 9.
- 10.



## TITLE I SCHOOLWIDE PLANNING MEETING MINUTES

School: Cherokee Elementary  
 Title: Open House  
 Date: August 14, 2014

### MEETING NOTES:

#### WELCOME WAS COMPLETED BY THE PRINCIPAL

- o Dr. Jones introduced new staff members, new procedures for morning arrival and dismissal.

#### 2014 EXPECTATIONS WERE DISCUSSED BY THE ASSISTANT PRINCIPAL

- o Ms. James discussed PBIS for school to increase on-task behavior
- o The RTI process was discussed to meet academic and behavior needs of all students

#### SCHOOLWIDE

- o Glenda White, the Federal Program Coordinator discussed with stakeholders the intent of going SW for Cherokee
- o The benefits were discussed: ability to upgrade educational program to serve all students, ability to consolidate funds and resources

#### TESTING CALENDAR

- o Presented by Ms. James, AP
- o October ITBS, 8-week benchmarks, state assessments in April
- o Parent Teacher Conferences presented by counselor, Mrs. O'Rear
  - o 4 per year (October 11, January 11, March 21, May 1)
- PTO Dues presented by Henry Doss, PTO President
  - o Dues are \$25 and are due by September 15



# TITLE I SCHOOLWIDE PLANNING CHECKLIST

FOLDER 4 of TAB 4

1. The LEA has informed the eligible school and parents of the authority of a schoolwide program:

Yes No

A. Documentation has been included to demonstrate how the LEA has informed the eligible school and parents of the authority of a schoolwide program (E.g. Discussed in a meeting, article in the school newsletter or local newspaper, other). *If this task was completed via a meeting, the dated sign-in sheet, agenda, and minutes must be included as evidence.*

Yes No

B. The LEA has informed the eligible school and parents of the ability of such schools to consolidate funds from Federal, State, and local sources:

Yes No

5. Comprehensive Needs Assessment [Section 1114 (b) (2) (B) of Title I of ESEA].

NOTES:

Click here to enter text.

- LEAs are informed that they must inform parents of the authority of a schoolwide program, how they communicated this to parents, and the ability to consolidate resources.
- Suggestions are also made to LEAs regarding the multiple ways parents may be informed and how this task may be documented.

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

NOTES:

Click here to enter text.

## STEP 1: ESTABLISHING A SCHOOLWIDE PLANNING TEAM:

A formal schoolwide planning team has been established to organize and lead the process of developing the schoolwide program. *(This team is responsible for planning, developing, revising, and evaluating the schoolwide plan. The team does not need to be named "Schoolwide Team", but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents.)*

1. Evidence that a formal schoolwide planning team has been established to organize and lead the process of developing the schoolwide program is included *(See Title I Schoolwide Planning Team Form)*.

Yes No

2. List of team members and their positions is included.

Yes No

3. BUILDING LEVEL ADMINISTRATION is included as members of the team.

Yes No

4. TEACHERS are included as members of the team.

Yes No

5. PARENTS are included as members of the team.

Yes No

6. STUDENTS are included if the plan relates to a secondary school.

Yes No NA

- It is clearly stated that a SWPT is required, and checkboxes have been included to ensure that all schools include the required members on the SWPT.
- A Title I [Schoolwide Planning Team Form](#) has been developed for schools to use.

FOLDER 5, STEP 1 or TAB 5, STEP 1

# Sample Schoolwide Planning Team Form

## TITLE I SCHOOLWIDE PLANNING TEAM FORM

### STEP 1: ESTABLISHING A SCHOOLWIDE PLANNING TEAM:

A formal schoolwide planning team has been established to organize and lead the process of developing the schoolwide program. (This team is responsible for planning, developing, revising, and evaluating the schoolwide plan. The team does not need to be named "Schoolwide Team", but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents.)

SCHOOLWIDE PLANNING TEAM MEMBER(S)	POSITION OF TEAM MEMBER(S)
Dr. L. Jones	Principal
Lisa James	Assistant Principal
Tamara Davis	5 <sup>th</sup> Grade Teacher/ Grade Chair
John Hancock	4 <sup>th</sup> Grade Teacher/ Grade Chair
Sara Riley	3 <sup>rd</sup> Grade Teacher/ Grade Chair
Jane Thomas	2 <sup>nd</sup> Grade Teacher/ Grade Chair
Sherry Banks	1 <sup>st</sup> Grade Teacher/ Grade Chair
Kim Doss	Parent
Henry Doss	Parent/ PTO President
Elizabeth Crawley	Parent
John Evans	Instructional Coach
Chavonne O'Rear	Counselor
Tiffany Goodson	Special Education Teacher
Pam Garcia	ELL Teacher
Johnnie Taylor	Community Member (Bank of Ozarks)
Ashley Jefferson	Paraprofessional
Vance O'Bryant	Gifted Teacher

From the SWPT form, we can clearly see that the required persons including building level administration, teachers, and parents are a part of the in SWPT.

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

FOLDER 5, STEP 2 or TAB 5, STEP 2

## STEP 2: CLARIFYING THE VISION AND MISSION FOR REFORM:

All school stakeholders were provided an opportunity to participate in a discussion of what their reformed school will look like in terms of student success, and how that vision differs from what currently exists. Draft vision statements were presented for public review and comments prior to final adoption.

1. The SIGN-IN SHEET with the position of all attendees is included to show evidence of this meeting (Date is required).  
Yes    No
2. Parent(s) were in attendance for the meeting. Parents are clearly identified on the sign-in sheet.  
Yes    No
3. The AGENDA for this meeting is included (Date is required).  
Yes    No
4. The MINUTES for this meeting are included (Date is required).  
Yes    No
5. A copy of the OLD VISION is included.  
Yes    No
6. Copy of the NEW VISION is included.  
Yes    No
7. Evidence that ALL SCHOOL STAKEHOLDERS were included in this process is included (*This may be evidenced by the sign-in sheet.*).  
Yes    No
8. Evidence to show how public comments were solicited is included (*E.g. newspaper article/other correspondence soliciting public comments, minutes/notes/agenda from meeting, etc.*).  
Yes    No



- Sign-in sheet with dates and position of attendees, agendas, and minutes are specifically requested.
- Because schools **must\*\*** show that they have updated their vision statement, a copy of the old and new vision are specifically requested and checkboxes have been included on the form to denote to SWPTs that these items are needed.
- SWPTs are also alerted to other requirements such as: all stakeholders being a part of changing the vision; how public comments may be solicited; and how these tasks may be evidenced.

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

NOTES:

[Click here to enter text.](#)

## STEP 3: CREATING THE SCHOOL PROFILE:

The schoolwide planning team met to determine which focus areas are most essential to reform the school. **FOCUS AREAS** – Student Needs, Curriculum & Instruction, Professional Development, Family & Community Involvement, and School Context & Organization. (The profile is either electronic or in print, that provides a concise collection of information about student performance, school and community demographics, school programs and student and adult perceptions of the school and its programs. It should include clear charts or graphs with sufficient summary statements that will aid in an analysis of strengths and weaknesses.

1. The SIGN-IN SHEET with the position of all attendees is included (Date is required).  
Yes No
2. The AGENDA for this meeting is included (Date is required).  
Yes No
3. The MINUTES for this meeting are included (Date is required).  
Yes No
4. Evidence that all stakeholders were included in the meeting including parents is included.  
Yes No
5. Evidence that the schoolwide planning team identified the FOCUS AREAS most essential to reforming the school is included (*See Title I Focus Areas Form*).  
Yes No
6. Data/documentation addressing student academic performance is included (E.g. Data from state assessments, TLI, benchmarks, etc.).  
Yes No
7. Data/documentation addressing other student performance areas (E.g. Discipline data, attendance data, RTI data, etc.).  
Yes No
8. Data/documentation detailing the school and community demographics is included (E.g. Data from [U.S. Census](#)).  
Yes No
9. Data/documentation demonstrating student and adult perceptions of the school and its programs (E.g. Surveys, focus groups, or interviews from students, parents, teachers, etc.).  
Yes No
10. Scholastic Audit Summary Report is included (*If applicable*).  
Yes No NA

- Sign-in sheet with dates and position of attendees, agendas, and minutes are specifically requested and have been created for schools to use.
- SWPTs are alerted that they must select the focus areas that are most essential to reform their school.
- A [Title I Focus Areas Form](#) has been created for schools to show the areas that were selected by the SWPT.
- Additionally, examples have been provided of the types of qualitative and quantitative data that may be collected to ensure SWPTs are collecting the appropriate documentation to create the school profile along with sources the SWPT may retrieve needed data.

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

NOTES:

Click here to enter text.

## STEP 4: IDENTIFYING DATA SOURCES:

A series of meetings were held to review and organize data from the five focus areas. (Focus Areas – Student Needs, Curriculum & Instruction, Professional Development, Family & Community Involvement, and School Context & Organization). Data sources should include student performance data, demographic data, program data and perceptual data.

1. Evidence that a SERIES of meetings were held is included (Dates are required for all meetings) (*See Title I Series of Meetings Form.*).  
Yes    No
2. SIGN-IN SHEETS with the position of all attendees for all meetings are included (Dates are required for all meetings).  
Yes    No
3. Parent(s) in attendance for meetings. Parents are clearly identified on the sign-in sheet.  
Yes    No
4. AGENDAS are included for all meetings (Dates are required).  
Yes    No
5. MINUTES are included for all meetings. (Dates are required).  
Yes    No
6. Schoolwide planning team indicated the data sources used to create the school's profile for five focus areas (Focus Areas – Student Needs, Curriculum & Instruction, Professional Development, Family & Community Involvement, and School Context & Organization) (*See Title I Data Source, Summary Statements & Goals/Strategies Form.*).  
Yes    No

- Sign-in sheet with dates and position of attendees, agendas, and minutes are specifically requested and have been created for SWPTs to use. SWPTs are alerted that a series of meetings must be held during Step 4.
- A [Title I Series of Meetings Form](#) has been developed for SWPTs to document the dates of their series of meetings.
- Additionally, A [Title I Data Source, Summary Statements, & Goals and Strategies Form](#) has been created as well to give SWPTs an organization tool to start analyzing their data and to help them to start identifying trends and gaps.

# Sample Series of Meeting form and data source, Summary Statements and Goals/Strategies Form

## TITLE I SERIES OF MEETINGS FORM

### STEP 4: IDENTIFYING DATA SOURCES:

A series of meetings were held to review and organize data from the five focus areas. Data sources should include student performance data, demographic data, program data and perceptual data.

List the dates the Schoolwide Planning Team met to review and organize data from the five focus areas. Dated *sign-in sheets*, *agendas*, and *minutes* must correspond with each of the meetings listed below.

### Meeting Dates

✓ Meeting (Include Date): September 10, 2014

✓ Meeting (Include Date): Sep 24, 2014

✓ Meeting (Include Date): October 7, 2014

✓ Meeting (Include Date): October 21, 2014

✓ Meeting (Include Date): October 28, 2014

✓ Meeting (Include Date): N/A

## TITLE I DATA SOURCE, SUMMARY STATEMENTS & GOALS/STRATEGIES

Indicate the data source the schoolwide planning team used to create the school's profile for five focus areas (Focus Areas – Student Needs, Curriculum & Instruction, Professional Development, Family & Community Involvement, and School Context & Organization).

### A. Student Needs:

DATA SOURCE(S):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

SUMMARY STATEMENTS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

GOALS AND STRATEGIES:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### B. Curriculum & Instruction:

DATA SOURCE(S):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

SUMMARY STATEMENTS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

GOALS AND STRATEGIES:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- **Data Source:** What did you use to obtain the data?
- **Summary Statements:** What did the data tell you?
- **Goals/Objectives:** What measurable goal and objectives were set to address the gap?

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

NOTES:

## STEP 5: ANALYZING DATA

The team conducted a thorough analysis of data, summarized the data, determined possible conclusions, and identified needs that have emerged in all of the focus areas. (This information should be shared with all stakeholders in as many ways as possible as it will be used as the basis for the goals and strategies that will be developed.)

1. SIGN-IN SHEET with the position of all attendees is included showing when the team analyzed the data (Date is required).  
Yes    No
2. Parent(s) in attendance for meeting. Parents are clearly identified on the sign-in sheet.  
Yes    No
3. The AGENDA is included (Date is required).  
Yes    No
4. The MINUTES are included (Date is required).  
Yes    No
5. Evidence that the schoolwide planning team analyzed the data via summary statements accompanying each type of data is included (*See Title I Data Source, Summary Statements & Goals/Strategies Form*).  
Yes    No
6. Evidence that the findings were shared with all stakeholders in as many ways as possible is included.  
Yes    No
7. Evidence showing which goals and strategies were developed as a result of analyzing the data is included (*See Title I Data Source, Summary Statements & Goals/Strategies Form*).  
Yes    No

FOLDER 5, STEP 5 or TAB 5, STEP 5

- Sign-in sheet with dates and position of attendees, agendas, and minutes are specifically requested and have been created for SWPTs to use.
- Again, the [\*Title I Data Source, Summary Statements, & Goals and Strategies Form\*](#) has been created to satisfy the requirements of *Step 5: Analyzing Data*.
- It is noted that the Scholastic Audit Summary may also be used here, but SWPT must still show evidence that they analyzed the data.

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

NOTES:

Written procedures have been developed for the annual review of the schoolwide plan. The LEA and school must collaboratively decide whether the review will be conducted *internally* (by the school staff) or *externally* (by a person or persons outside of the school such as staff from the school district, from a regional educational cooperative or laboratory, from an institution of higher education, or from any other technical assistance provider). [Section 1114 (b)(1)(A) of Title I of ESEA] & [34 CFR 200.26(c)] The school in collaboration with the LEA should use the *Title I Schoolwide Annual Evaluation Form* and submit to the Title I Office annually.

1. Evidence that persons have been identified to serve as part of evaluation team. A list of these team members should be included (*See Schoolwide Evaluation Team Form*).

Yes  No

2. Parents included on this team if internal evaluation.

Yes  No

3. School has identified if the evaluation will be internal or external and evidence is included (*See Schoolwide Evaluation Team Form*).

Yes  No

4. A copy of the written procedures is included.

Yes  No

7. The ADE Title I Office has been contacted to schedule a review of documentation (*This is evidenced via an e-mail or communication log detailing communication with ADE Title I personnel*).

Yes  No

Person contacted at ADE \_\_\_\_\_

- The form to be used for the annual evaluation of the SWP is being developed, and the directions will follow.
- Specific requirements will be included to alert SWPTs that parents must be a part of the evaluation team if the evaluation is completed internally. SWPTs are also alerted that they must indicate if the evaluation will be internal or external, and they are reminded to include the written procedures for their evaluation.
- Additionally, a form has been created, the [Schoolwide Evaluation Team Form](#) for schools to list the members of their evaluation team.

SWPTs have been alerted about how this specific task may be accomplished.

FOLDER 6 or TAB 6

FOLDER 7 or TAB 7

# Sample Schoolwide Evaluation Team Form

## TITLE I SCHOOLWIDE EVALUATION TEAM

Internal Evaluation

External Evaluation

### SCHOOLWIDE EVALUATION TEAM MEMBER(S)

Glenda White	Federal Programs Coordinator
Dr. Jones	Principal
Lisa James	Assistant Principal
Tamara Davis	5 <sup>th</sup> Grade Teacher
John Hancock	4 <sup>th</sup> Grade Teacher
Sara Riley	3 <sup>rd</sup> Grade Teacher
Jane Thomas	2 <sup>nd</sup> Grade Teacher
Sherry Banks	First Grade Teacher
John Evans	Instructional Coach
C. O'Rear	Counselor
Marcia Smith	ELL/ Migrant Coordinator
Wendi Jones	Special Education Coordinator
Tim O'Neal	Special Ed. Teacher
Pam Garcia	ELL Teacher
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

If this is an internal evaluation, this may be the same members as the schoolwide planning team members.

## TITLE I SCHOOLWIDE PLANNING CHECKLIST

7a. A meeting with the Schoolwide Planning Team to develop/modify and approve the Schoolwide Plan (ACSIP). The comprehensive plan (ACSIP) addresses each of the ten components (listed below) defined in the ESEA [Section 1114 (b) of Title I of ESEA].

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels;
  - b) Use effective methods and instructional strategies that are based on scientifically based research;
  - c) Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality, highly qualified teachers.
6. Strategies to increase parental involvement in accordance with section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

*The initial Schoolwide Plan be submitted to the Title I Office. Each year thereafter, only an annual evaluation should be submitted to the Title I Office. Documentation should also file with the LEA and be easily accessible in the event of monitoring by ADE.*

1. **SIGN-IN SHEET** with the position of all attendees included (Date is required).  
Yes No
2. Parent(s) in attendance for meeting. Parents are clearly identified on the sign-in sheet.  
Yes No
3. The **AGENDA** is included (Date is required).  
Yes No
4. The **MINUTES** are included (Date is required).  
Yes No
5. The required copy of the Schoolwide Plan is included.  
Yes No

- The SWPT is alerted that they must meet to develop a schoolwide plan that includes the required 10 components.
- The 10 components are now listed on the form, and the SWPT is informed that this plan must be submitted to the Title I Office only once.
- Each year thereafter, the SWPT is informed that the annual evaluation must be submitted to the Title I Office.

# TITLE I SCHOOLWIDE PLANNING CHECKLIST

NOTES:

FOLDER 7b or TAB 7b

7b. The LEA has completed a peer review of the school's Schoolwide Plan prior to submitting the plan to the ADE Title I Office. The LEA has ensured that all activities have been completed and the plan addresses the ten (10) required components.

1. Evidence showing the LEA completed a peer review of the Schoolwide Plan to ensure that all ten required components were addressed (*This may be documented via a sign-in sheet with accompanying agenda and minutes*).  
 Yes     No
2. All 10 components were addressed in the Schoolwide Plan.  
 Yes     No
3. The Schoolwide Planning team and LEA understand that the annual evaluation must be completed and submitted to the Title I Office annually.  
 Yes     No

The LEA is informed of their specific responsibility, and are alerted that they must show evidence that the task was completed.

Signatures Required for Approval

Principal:

Date:

Superintendent:

Date:

ADE Title I and/or ACSIP Reviewer:

Date:

To Be Completed by ADE Title I Staff:

Further Actions Needed:

Deadline for Completion of Actions:

This area has been included for ADE Title I Staff to make comments to LEAs working with schools to become SW along with a deadline for these actions to be completed and resubmitted to the Title I Office.

# Questions/Comments

# References



- ESEA, [SEC. 1114. SCHOOLWIDE PROGRAMS.](#)
- [Designing Schoolwide Programs: Non-Regulatory Guidance \(March 2006\)](#)
- [34 CFR 200.25 – 200.29](#) Schoolwide Programs
- [Title I Fiscal Issues: Non-Regulatory Guidance, \(February, 2008\)](#)
- Sattler, C. (2010) *Let's Talk Title I: Everything You Need to Know and Do as an Administrator*. LRP Publications, Palm Beach Gardens, FL.
- Sweeney, J. (2009). *What Do I Do When: The Answer Book on Title I* : LRP Publications, Palm Beach Gardens, FL

# Title I Contacts



**Bobby Lester, Director of Federal Programs**

501-683-4379

[Bobby.Lester@arkansas.gov](mailto:Bobby.Lester@arkansas.gov)

**Jayne Green, Title I Director**

501-682-2395

[Jayne.Green@arkansas.gov](mailto:Jayne.Green@arkansas.gov)

**Dr. Latanya L. Fanion, Public School Program Advisor**

Schoolwide Programs, Targeted Assistance, NBRS

501-682-5615

[Latanya.Fanion@arkansas.gov](mailto:Latanya.Fanion@arkansas.gov)