

**Title I, Part A SCHOOLWIDE PROGRAM
APPLICATION INSTRUCTIONS
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ESEA Federal Programs, Division of Student Support
1500 Highway 36 West
Roseville, MN 55113

<http://education.state.mn.us>
651-582-8579

Title I Part A – Improving the Academic Achievement of the Disadvantaged

Introduction

The Schoolwide Program (SWP) school authority under Title I can provide strong instructional and organizational foundation for a comprehensive school reform program model school. By allowing schools to integrate their programs, strategies, and resources in response to what research says generates effective school reform.

Purpose of SWP

Schoolwide programming is a process of school improvement. The purpose of the SWP plan is to improve the academic success of all students at the school. All teachers at the school develop, implement, and review the SWP. The particular needs of the students and staff of the school itself drive reform efforts.

Whole School Reform

SWPs require schools to engage in reform strategies that raise the academic achievement level of all students. Schools no longer identify particular students as eligible for Title I services. Instead, the entire school is the focus of improvement.

Flexibility

Two things allow SWPs much greater flexibility in operation than allowed in Title I Targeted Assistance programs. First, SWPs are allowed to combine federal funds into one schoolwide budget to support their school reform efforts. The various funding sources lose their identity at the school building level as long as the stated intent and purpose of the program are met. Second, SWPs determine the best way to use their Title I allocation (and other federal funds if they choose to combine) to meet the particular academic needs of the students at the school. In other words, no two

SWP plans should look exactly alike; each plan should reflect the individuality of the staff, students, and community of the school.

Technical Assistance

Schools are required to receive high-quality technical assistance and support during the planning and operation of the SWP. This can be information the state provides as well as assistance from comprehensive technical centers, regional education and research laboratories, universities, other successful schools or educators, educators within the school, and local consortia or various institutions such as community service organizations, educational agencies, and private industry.

Writing the SWP

Use this instruction booklet and the Title I SWP Application and Plan form to write the SWP plan. Note that this is a schoolwide plan, not a districtwide plan. If multiple schools within the district plan to become SWP schools, separate plans must be written to reflect individual school needs.

Directions for Completing the SWP Application and Plan

Part I: Identification Information

Original Planning Year means the date that the comprehensive plan is developed. It typically takes one year to develop a comprehensive plan.

Implementation Year means the actual year the school begins to provide services in the SWP service delivery model.

It is important that the MDE School Support Division has the most current and up-to-date contact information for the SWP school to receive communication throughout the school year on schoolwide issues, due dates, meetings and other important information.

Part II: General Information

1. Executive Summary of the SWP Plan

An executive summary is a report, proposal, or portfolio, in miniature (usually one page or shorter). The executive summary contains enough information for the readers to become acquainted with the full document without reading it. Usually, it contains a statement of the problem, some background information, a description of any alternatives, and the major conclusions. Someone reading an executive summary should get a good idea of main points of the document without getting all of the details.

The executive summary is a condensation; when creating it, omit any preliminaries, details and illustrative examples. Do include the main ideas, the facts, and the necessary background to understand the problem, the alternatives and the major conclusions. Brevity and conciseness are the keys to a well written summary. Do not take a few sentences from key sections of the document and string them together. Rather, go over the entire document and make notes of the elements you consider important. From the notes, create a rough draft of the summary. Do not include any introductory or transitional material. Finally, ensure that your executive summary is accurate and

representative of the full document. It should not be misleading, but it should give readers the same impression as if they had read the entire SWP plan.

2. SWP Planning Team

In **Part A**, the SWP plan is developed with the involvement of the community to be served and the individuals who will carry out the plan. Involvement of all staff, not just those paid with Title I funds, is required in an SWP.

The SWP application and plan must include a list of the names and contact information of team members.

An existing building team could assume the planning responsibilities for developing the SWP as long as the team includes representatives from the groups listed. The planning team should closely coordinate with the rest of the school and community. Regular communication between the planning team, the building staff, parent groups and district administration will contribute to the development, implementation and evaluation of the SWP plan which is supported by all stakeholders.

In **Part B**, describe how the school will incorporate non-members and keep them abreast and informed about the school's efforts in moving toward implementation, development and evaluation of the SWP. A successful SWP plan provides multiple avenues for input from various constituents throughout the entire planning, implementing and evaluation process.

In **Part C**, describe the school's plan to communicate with the school and community at large.

Part III: Ten Required Components

The No Child Left Behind Act of 2001 (NCLB), Public Law 107-110, Section 1114, requires that a SWP plan includes the following ten components.

1 of 10. Comprehensive Needs Assessment

A comprehensive needs assessment must be the centerpiece of the planning process. This is the database from which the planning team develops its vision of the future. This process can lead to the development of a school profile covering the description of your school in five dimensions:

- Student achievement
- Professional development
- School context and organization
- Curriculum and instruction
- Family and community involvement

A needs assessment should help the school identify its strengths and weaknesses, as well as identify student needs that are not being met. A need is defined as a gap between what is and what should be.

In **Part A**, provide a brief description of the school attendance area, demographics makeup (including the type of neighborhood), and economic factors, such as type and availability of work, housing, and

availability of resources such as libraries, clinics, and social service agencies. It may also include charts and graphs displaying the trend results of the school.

In **Part B**, the summary of the needs assessment should include data on all students attending the school (regular education, special education, gifted and talented, migrant, bilingual, English learners, as well as Title I), and how the data was disaggregated in determining the weaknesses specifically focused on the educationally disadvantaged students in the school.

List the goals of the SWP plan. The goals should focus on student academic achievement, although goals related to affected areas are also acceptable. The most important piece of the goal identification is that they be directly related to the specifically identified priority needs. By achieving the goals, the school should be able to meet the priority areas. The goals must address the needs of the whole school population, including the needs of the children who are educationally disadvantaged.

2 of 10. School Reform Strategies

Component two, **parts A-D**, school reform strategies, is the core of the SWP application. This section contains the description of the program changes and initiatives the school is undertaking to accomplish the SWP plan goals identified in the needs assessment.

Keep in mind that all major instructional and organizational changes at the school must be identified in this section of the plan. In addition, specify the professional development and parent involvement activities for each of the goals. Always remember to explain how the activities implemented will help educationally disadvantaged students to meet the state's academic standards as well as help the entire population of the school as a whole. This is the time to think BIG. The SWP involves major systemic change.

The plan should be based on the best available information in regard to research-proven methods of raising educational achievement. This means incorporating information obtained from the school's year of planning and the review of research literature conducted at that time.

The school must explain how it will use scientifically based research (SBR) methods and strategies to meet the needs of historically underserved populations at the school.

It is important to remember that ALL activities implemented in the SWP must be connected to the results of the comprehensive needs assessment and the identified goals. For example, if the goals are to improve academic achievement in reading, then school organization, instruction, staff development, and parent involvement activities should all focus on reading.

For **Part A**, detail all the school's reform strategies for providing opportunities for all children to meet the state's proficient and advanced levels of student academic achievement. This basically is an overview of the main components of the SWP plan.

Identify in **Part B**, how the plan uses SBR to strengthen the core academic program of the school. SBR is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities, programs and includes research that does the following:

- Employs systematic, empirical methods that draw on observations or experiments.

- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide reliable and valid data across evaluators or observers, across multiple measurements and observations, and across studies by the same or different investigators.
- 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.
- 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.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

The schoolwide reform strategies implemented must be based on SBR and strengthen the core academic program of the school. The core academic subjects, as identified by NCLB Section 9101(11) are:

- English
- Reading or Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics and Government
- Economics
- Arts
- History
- Geography

In **Part C**, explain how the school uses SBR to increase the amount and quality of learning time available for students by providing research-based before-, after- and/or summer-school programs. The school should demonstrate how it has used the wealth of SBR on extending learning time to improve the opportunities of student who are most at risk of not meeting the state standards.

In **Part D**, describe the activities that the school has in place to address the needs of low-achieving students. The legislation also requires schools to include strategies for meeting the educational needs of the historically underserved populations (Section 1114(b)(B)(III)). These activities may

include, but are not limited to: counseling, pupil services, mentoring services, college awareness and preparation, career awareness and preparation, personal finance education, applied learning, team teaching strategies, integration of vocational education programs, and/or integration of technical education programs. This information should be about effective teaching practices that provide opportunities for all students to learn and require the use of higher-order thinking skills in students.

Part E requires that the school explain how the SWP plan is consistent with other plans at the school. A school should not have a school improvement plan that identifies different goals than the SWP plan. In addition, the professional development plan the school should reflect the same needs and goals, and the activities mentioned in the professional development plan should be the same as those identified as part of the SWP plan.

Parts F, G, and H are school-determined goals that are based on your comprehensive needs assessment and an action plan that supports effective and meaningful interventions to increase academic performance of struggling students.

3 of 10. Instruction by Highly Qualified (HQ) Teachers

Title I requires each state receiving Title I funds to ensure that all educators teaching in core academic areas are highly qualified.

In **Part A**, identify teachers that do not meet the federal definition of highly qualified and describe the plan to ensure that non-highly qualified teachers are working towards becoming highly qualified.

Example:

Name of Paraprofessional	Reason not HQ	HQ Action Plan
John Smith	Failed Para Pro	Registered in a study group and will retake Para Pro in October
Monica Johnson	Incomplete portfolio	Will submit all outstanding documents to fulfill the requirements by August

Part B requires you to identify all paraprofessionals with instructional duties employed at your school that do not meet the federal definition of highly qualified. Please remember that this means all paraprofessionals at the school, not just those who are paid with Title I funds. All paraprofessionals hired after January 8, 2002, must meet one of three criteria:

1. Two years of higher education, OR
2. An associate's or higher degree, OR
3. Demonstrates, through an assessment, knowledge of instructing reading, writing, and mathematics.

Paraprofessionals hired before January 8, 2002, and working in a program supported with Title I funds, must meet one of these criteria in four years.

In a schoolwide school, all instructional paraprofessionals must meet one of the three criteria, regardless of the source of funding of the positions. For example, even if an aide/paraprofessional is paid with special education funds, if the job responsibility is to provide instructional services, he/she still has to meet one of the three criteria.

The law also defines seven allowable duties for aides/paraprofessionals:

- a. Provide one-on-one tutoring for eligible students, only at a time when a student would not receive instruction from a teacher.
- b. Assist in classroom management (SWP school only) or in a targeted assistance program assisting with classroom management in the Title I room.
- c. Provide computer lab assistance (for identified Title I students in a targeted assistance program).
- d. Conduct parent involvement activities (for identified Title I students in a targeted assistance program).
- e. Serve as a translator (for identified Title I students in a targeted assistance program).
- f. Provide support in a library or media center. In a targeted assistance program, any services provided by a Title I-paid aide would have to be supplemental and target identified Title I students.
- g. Providing instructional support services under the direct supervision of a teacher (in a targeted assistance program Title I-paid aide must be under the direct supervision of a Title I teacher).

The criteria must be met only by paraprofessionals who have instructional duties. The criteria do not apply to paraprofessionals who work primarily as translators or solely on parent involvement activities. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervisions, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

4 of 10. Professional Development

Note that teachers, principals, and paraprofessionals must be involved in timely and relevant professional development opportunities. Professional development activities should be ongoing, allowing time for staff to learn about, study, practice, and reflect on teaching at the classroom level. It should be focused on improving instruction for ALL teachers and ALL students in the classroom. Research has found that professional development that truly makes a difference in instruction is ongoing and sustained. It is rarely, if ever, attained by hosting an occasional workshop or sending staff out to various conferences. Therefore, it is important that you describe ongoing professional development that is happening at your school to support the plan. Examples include study groups, mentoring, practice, evaluation, action research, and curriculum writing, etc. This section should include a tentative training/meeting schedule for the upcoming school year. Remember to focus on strategies that meet the educational needs of historically underserved populations.

5 of 10. Highly Qualified Teachers to High-Need Schools

Identify the teacher turnover rate at your school. Also, identify the experience level of key teaching and learning personnel. If there is a high turnover rate, explain the initiatives you are implementing to try to lower this rate. This could include mentorship programs, incentives, salary/pay scale increases, bonuses, etc.

It is critical to have highly qualified teachers working with historically underserved populations in order to trigger positive and creative exposure to effective teaching practices.

6 of 10. Parent Involvement

SWPs are required to have the same basic parent involvement components as a targeted assistance program. These are listed below.

For **Part A**, describe how parents will truly be involved in the design, implementation and evaluation of the plan. Explain how communication will be two-way between parents and the school. Successful parent involvement requires providing activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities. This also means that parent involvement should specifically align to the goals and activities identified in the plan. Attach the schoolwide parent involvement plan. Remember that this is a schoolwide plan, NOT a Title I plan. Since all students are Title I in the SWP, that plan should reflect reform efforts that focus on raising the achievement of all students at the school, with an emphasis on those students most at risk of not meeting the state's challenging academic standards. The SWP parent involvement plan should reference specific schoolwide events as well as the SWP program goals.

Part B addresses the miscommunication that often results when educators speak in technical terms that parents often don't understand. Describe how you plan to make sure that this does not occur, and if it does, what your plan is to prevent this from happening on a regular basis. How will you make sure that parents understand what is happening at school? When applicable, how will you include parents who do not speak English?

Part C encourages schools to address their program to provide family literacy services, GED, parenting classes, etc. Since the SWP hopes to improve services to educationally disadvantaged students, the plan should also go to great lengths to increase parental involvement through family literacy services. This is especially important in areas where high numbers of parents have low literacy skills. Part C could reflect the goals and action plan from the school reform section.

In **Part D**, describe how the school will evaluate the parent involvement activities of the plan jointly with parents (i.e., surveys, questionnaires, interviews). The school Parent Involvement Policy/Procedures and the Parent/Teacher Compact must be jointly reviewed annually with parents for possible revisions. Remember that the Parent Involvement Plan should reflect your specific SWP goals.

One of the advantages of the SWP is the opportunity to use Title I resources to support activities for all parents. As with professional development, parental involvement activities should be directly aligned to SWP goals and should further enhance the SWP plan for improvement.

- Small school districts (fewer than three schools) receiving Title I funds can combine the requirements for the District Parent Involvement Plan and School Parent Involvement Plan requirements into one document.

- Charter schools must combine the requirements for the District Parent Involvement Plan and School Parent Involvement Plan requirements into one document.

REMINDER: You must upload the current Parent Involvement Plan and Parent/Teacher Compact in SERVS.

7 of 10. Preschool Transitioning

Much research has documented the importance of early literacy in improving a child's ability to read. In **Part A**, detail your plan for assisting students from preschool programs – including Head Start, Even Start, locally funded and/or private preschools – into kindergarten programs at your school. This should include information about how teachers of the preschool programs are involved in the schoolwide instructional program as well as any meetings and activities that take place in your program to assist programs in alignment with SBR. In addressing this component, you will need to have more than a visit to the kindergarten classroom listed to meet the requirement.

In **Part B**, explain the coordination with other programs to increase parent involvement to the extent possible.

8 of 10. Measures to Include Teachers in the Decision-making Process Regarding the Use of Assessments

Much research in education today focuses on the use of performance assessments and multiple assessments as indicators of student growth. In addition, teachers need to know how to use assessments to inform their instruction as well as to provide more detailed information on how students are achieving in relation to state academic standards. Identify how all teachers at the school will be involved in the SWP assessment plan to identify student and programmatic growth and weaknesses, how they will incorporate this information into instruction, and how they will assure that their students are advancing toward meeting state academic standards.

9 of 10. Effective and Timely Assistance

SWP plans are about helping ALL students at the school meet high academic standards. Instead of assigning this responsibility to one teacher who provides remedial services to identified students, this responsibility, to ensure that ALL children learn, is now assigned to the entire school staff. Describe how your school will ensure that all students at the school will be able to reach high academic standards. In addition, describe how the school will identify students who are having difficulties in a timely manner and the information that will be used to provide effective assistance to these students. This could include before- and after-school programming, individualized instruction in the classroom, and other scientifically based research methods of providing assistance to students who are struggling.

10 of 10. Coordination of Programs

SWP plans are about the entire school. Therefore, to truly achieve change, every facet of the school must be working together to meet high academic standards. This means that all programs, both federal and local, should be working to achieve these standards and SWP goals. Explain how other programs at the school complement and assist the SWP plan, including how federal, state and local funding and other programmatic decisions are aligned toward the same high standards of

achievement. Include violence prevention programs, nutrition programs, housing programs, Head Start, Even Start, adult education, vocational and technical education, as well as job training programs.

Coordination of programs and services is a major indicator of a SWP. In this section explain how your SWP will coordinate with other agencies and with other programs working toward school reform.

Part IV: Accountability and Continuous Improvement

For **Part A**, describe how the school will provide assessment results in a language that parents can understand. For example, if a student's parents do not read or speak English, how will you make sure that they receive their student's assessment information?

Part B requires that decisions about school improvement be based on several types of data. In *Data Analysis for Comprehensive School Improvement*, by Victoria Bernhardt, Bernhardt describes four types of data that should be used in school improvement planning: 1) Student Learning Data, 2) Demographic Data, 3) School Processes Data, and 4) Perceptions Data. Effective SWPs should use these four types of data to create and evaluate their plan. In addition, these four types of data should also be analyzed in terms of their relationship with one another, and gathered over a period of time, to truly be used effectively. Explain how your evaluation process will utilize the different types of data to measure the plan's success.

In **Part C**, the planning team should meet on a regular, ongoing basis to monitor SWP implementation. Meetings should be held often enough to adjust the program in a timely way if the school is not making satisfactory progress. Progress should be measured continuously, throughout the school year, and be used to inform instruction and make decisions about the plan.

Also in **Part D**, SWPs are required to review the results of all assessments and other improvement measures in order to determine the success and problem areas of the plan. Remember to include the historically underserved populations when reviewing effectiveness and proposing changes. This process provides for an internal feedback loop – a mechanism to monitor and adjust the plan as needed to better meet the needs of the students and school community.

Part E, the school must make changes to the SWP plan based on the results, thereby ensuring that the plan is one of continuous improvement. Note: An updated plan will be submitted to MDE annually on a different form.

Part V: Technical Assistance

Schools that want to implement the SWP need to document that the school has received high-quality technical assistance. List technical assistance providers who have helped the school develop the plan. Examples include state Title I staff, Minnesota School Support teams, Comprehensive Center staff, institutions of higher education, staff from other successful SWP schools and district staff.