

# DEVELOPING AND IMPLEMENTING YOUR SCHOOLWIDE PLAN



**Annual Title I Summit**  
**Donnella Cranford, Consultant**

# PRIMARY GOAL & OVERVIEW

## Primary Goal:

Our 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

## Overview:

- Schoolwide Components
- SWP/SIP Template
- Planning Documentation
- Q & A



# SCHOOLWIDE PROGRAM COMPONENTS

## 10 Implementation Components Required in the Plan:

- Comprehensive needs assessment
- Schoolwide reform strategies
- Instruction by highly qualified teachers
- High quality and ongoing professional development
- Strategies to attract highly qualified teachers
- Strategies to increase parental involvement
- Plans for assisting preschool children in the transition from preschool programs to local elementary programs
- Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement
- Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels
- Coordination and integration and documentation of Federal, State and local services and programs



# COMPONENT 1:

## COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### **The foundation of an entire Schoolwide Plan:**

- Includes teachers, parents and community.
- Involves collecting and analyzing data for all student groups.
- Helps the school identify strengths and weaknesses.
- Helps to prioritize goals based on areas identified for improvement.
- Involves critical factors or “Focus Areas” that impact student achievement



## COMPREHENSIVE NEEDS ASSESSMENT

**Examine current data on the school's demographics, test scores, teacher qualifications, attendance rate, discipline referrals, and survey results.**

### **Guiding Questions:**

- How have the school's needs changed from the previous year as reflected by the data?
- What needs have been met or unmet?
- What contributed to meeting or not meeting the need?
- What should continue, be revised or eliminated?



# SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

## Use the SWP/SIP Template:

- Use of the template ensures all program areas are addressed fully
- Monitoring by the schools and by the district perspective is easier and there is less room for error
- Revision in subsequent years is easier for schools
- Schools will understand the flow of the process with other existing school documents



# SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE



<b>School Name:</b>		<b>District Name:</b>	
<b>Principal Name:</b>		<b>School Year:</b>	
<b>School Mailing Address:</b>			
<b>Telephone:</b>			
<b>District Title One Director/Coordinator Name:</b>			
<b>District Title One Director/Coordinator Mailing Address:</b>			
<b>Email Address:</b>			
<b>Telephone:</b>			
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)			
<b>Priority School</b> <input type="checkbox"/>		<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>			
<b>Subject Alert</b>	<input type="checkbox"/>	<b>List Subject(s)</b>	<b>Sub-Group Alert</b> <input type="checkbox"/> <b>List Subgroup(s)</b>
<b>Graduation Alert</b>	<input type="checkbox"/>	<b>List Subgroup(s)</b>	
<b>Principal's Signature:</b>			<b>Date:</b>
<b>Title I Director's Signature:</b>			<b>Date:</b>
<b>Superintendent's Signature:</b>			<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>	



# SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

**→ Response Starters:**

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved include . . . The ways they were involved were . . .

B. We have used the following instruments, procedures, or processes to obtain this information . . .

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .





# SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

## **Response Starter:**

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the state academic content standards and the state student academic achievement standard including

- Economically disadvantaged students . . .
- Students from major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

# SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

**Response Starters:**

F. The data has helped us reach conclusions regarding achievement or other related data.

The major strengths we found in our program were . . .

(Be specific. Example: Not just reading – indicate fluency, comprehension, etc.)

The major needs we discovered were . . .

The needs we will address are . . .

The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .

The root cause(s) that we discovered for each of the needs are . . .

(How did you get in this situation? What are some causes?)

G. The measurable goals/benchmarks we have established to address the needs are . . .

# COMPONENT 2:

## IMPLEMENTATION OF SCHOOLWIDE REFORM STRATEGIES

Closely examine the instructional strategies to ensure they are scientifically based on research and are tied to the comprehensive needs assessment and academic standards.

### Guiding Questions:

- How have the reform strategies chosen strengthened the core academic program?
- After reviewing/analyzing the data, did the strategies target the specific needs of the students?
- Are the strategies addressing the quality and quantity of learning time?



# **COMPONENT 3:**

## **HIGHLY QUALIFIED TEACHERS**

### **Strategies to attract highly qualified professional staff:**

The school's instructional staff constantly changes; therefore, a review of this section must provide for a plan to ensure that all teachers and paraprofessional are highly qualified.

### **Guiding Questions:**

- Are all teachers highly qualified? If not, how will compliance be attained?
- Are there procedures in place to ensure only highly qualified paraprofessionals are hired?
- Are there plans in place to ensure that teachers and paraprofessionals remain highly qualified?
- Are all paraprofessionals working under direct supervision of highly qualified teachers?



# **COMPONENT 4:**

## **PROFESSIONAL DEVELOPMENT**

**Professional development activities should align with the needs assessment to provide teachers and other staff with tools to ensure success for all students.**

**This section should include an outline of the professional development activities scheduled for the school year.**

### **Guiding Questions:**

- Are the professional development opportunities aligned to the identified needs?
- Are the professional development activities provided directly impacting the identified needs of the school? How do you know?



# COMPONENT 5:

## STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

**Plans must include strategies to build the capacity of parents to assist in their child's education.**

### Guiding Questions:

- What methods are used to ensure that all parents are notified and included in parental involvement activities?
- Are there strategies in place to improve student learning for families?
- How are the results of the annual survey used to evaluate the parental involvement strategies? How are the results shared?
- What activities are offered to parents to build capacity? How does the school measure the effectiveness of these activities?



# COMPONENT 5:

## STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Revised

### Response Starters:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by. . .
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by...
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

# COMPONENT 5:

## STRATEGIES TO INCREASE PARENTAL INVOLVEMENT



### Response Starters:

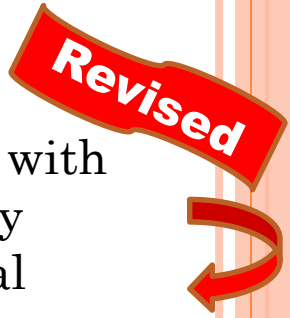
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...
  
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by...
  
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by...





# COMPONENT 5:

## STRATEGIES TO INCREASE PARENTAL INVOLVEMENT



### Response Starters:




- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...
  
- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by ...
  
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by ...



## COMPONENT 5:

### STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

#### Response Starters:

- 
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by...
  
  - L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by...

Revised

# PARENTAL INVOLVEMENT – PARENT FEEDBACK

**Title I parents must be provided an opportunity to participate in:**

- Annual Title I meeting
- District and school policy development, revision, and review
- Targeted Assistance/Schoolwide plan development, revision, and review
- School improvement plan revision and review
- Title I funds/budget development, revision, and review
- CLIP revisions and review
- Annual assessment/evaluation of Title I plan

**The school parent involvement policy must state that parents were included in its development and describe the process in which they were involved.**



# PARENTAL INVOLVEMENT POLICY

**Each school that receives Title I funds must develop jointly with, agree on, and distribute to parents of all students in the Title I programs a written parental involvement policy.**

**The School Parental Involvement Policy must be...**

- Revised each year
- Developed jointly with parents of eligible Title I students agreed upon with parents of eligible Title I students
- Distributed to all parents of eligible Title I students



# PARENTAL INVOLVEMENT POLICY

**Describe how the school will provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities that improve student academic achievement and school performance:**

- Guidance and assistance
- School visits and trainings
- Materials and resources
- Professional development

**Each school served under this part, shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement:**

- Schedule meetings at various times
- Offer meetings in a variety of formats
- Funds are used to provide transportation, childcare and home visits
- Consider home visits, one-on-one meetings



# PARENTAL INVOLVEMENT POLICY

**Describe how the school will coordinate and integrate parental involvement strategies under this part with other programs, such as the Head Start program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs:**

- The school policy must describe what will be done, who will be doing it, and when the parental involvement strategies will be completed
- The school must explain how it will coordinate and integrate parent involvement with these programs



# PARENTAL INVOLVEMENT – PARENT MEETINGS

## Meetings to Involve All Parents in the Title I Planning Process:

- School annual Title I meeting Principal's planning meeting\*
- Parent advisory board meeting\* School council meeting\*
- Open house/School orientation
- District annual Title I meeting
- Student-teacher-parent conferences
- Curriculum night/Parent workshops Parent leadership meeting\* Principal's leadership meeting\*
- School leadership meeting\*



# PARENT INPUT DOCUMENTATION REQUIREMENTS

- Dated sign-in sheets
- Dated planning meeting agendas
- Dated planning meeting minutes/notes documentation with parent comments/and suggestions
- District and school policy revisions/comments
- School surveys with parent comments/suggestions
- Photographs
- End-of-year evaluations Email comments and suggestions Distribution of information packet
- Document verification sheet Dated annual meeting agenda
- School council planning meeting agendas/minutes
- Principal/administrator planning meeting agendas/minutes





# PARENTAL INVOLVEMENT – INVITATION STRATEGIES

- Newspapers
- Public service announcements
- Television announcements
- Pre-planning packets
- Church announcements
- Church bulletins
- Information meeting flyers
- Parent center
- Front office
- Social media
- Invitations
- Newsletters
- Marquee announcement
- Community billboard
- Business partner flyers
- US mail & Email
- Website
- Phone message system
- Text message
- School calendar



# PARENT-SCHOOL COMPACTS

Each Title I school shall jointly develop with parents of all children served under Title I a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

## **Shared Responsibilities for High Student Academic Achievement**

- School must have a school-parent compact signed and dated by each party
- The compact must be developed jointly with parents of Title I students
- The compact must outline how parents, school staff, and students share responsibility for improved student academic achievement
- Shall serve as an active document by which the school and parents will build and develop a partnership to help children achieve state standards



# PARENT-SCHOOL COMPACTS

## **Shared Responsibilities for High Student Academic Achievement**

Shall address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
- (B) frequent reports to parents on their children's progress
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities



# BUILD CAPACITY FOR INVOLVEMENT

Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school:

- GaDOE Modules & Workshops
- Professional Development
- Parent Assistance



# **BUILD CAPACITY FOR INVOLVEMENT**

**To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children:**

- Increase parental involvement
- Improve awareness
- Establish relationships
- Provide Parent Centers

**Provide such other reasonable support for parental involvement activities under this section as parents may request:**

- Family Friendly & Understandable Language
- Letters & Email
- Telephone
- Newspaper
- Student Handbook



# IMPORTANT REMINDERS

- Ensure the connection between all parent involvement goals, activities, and funds.
- Maintain documentation for activities that were paid for using the parent involvement set-aside and evaluate the effectiveness of your parent involvement spending.
- Date all documents with the month, day, and year.
- Always have a sign-in sheet, meeting agendas, and take meeting minutes to document parents suggestions and input.
- Always send parent information and communications regarding meetings, programs, and workshops in multiple ways and through various communication mechanisms.



# COMPONENT 6:

## ASSISTING PRESCHOOL IN A SUCCESSFUL TRANSITION

**This component does not only apply to transitioning preschool children. A well thought out transition plan eases the stress of young children/students, their parents, and sets the tone of success for years to come.**

### **Guiding Questions:**

- Are the present preschool transitional plans working successfully?
- Are all demographics and backgrounds of incoming students included?
- What are the survey results in regard to pre-school transition? How is this data collected?
- How is this data used to improve pre-school transition to elementary schools?
- What transition plans are in place for students transitioning to middle school? To high school? Are plans successful? How do you know?




# COMPONENT 7:

## TEACHERS IN ACADEMIC ASSESSMENT DECISIONS

**Instructional planning by teachers must be based on the students' academic progress toward the goals measured through appropriately aligned assessment.**

### **Guiding Questions:**

- Are school administrators/teachers able to interpret test data (state, benchmark and classroom assessments)?
  - Are teachers able to discuss their individual students' needs and strengths in regard to state standards as measured by both the state and benchmark assessments?
  - How are teachers collaborating with other teachers, coaches, etc. to help plan instruction and intervention based on the data from assessments?
- 



## **COMPONENT 8:**

### **EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE**

**Students who experience difficulty mastering standards must be provided with effective, timely assistance.**

#### **Guiding Questions:**

- How is the success of students receiving intervention measured? What kind of process monitoring is being conducted?
- Are modifications being made in instruction based on the monitoring?
- How are the students who need additional time and/or additional support receiving it? Is the additional time/support working?
- If extended day or year is provided, are the targeted students in most need attending? If not, what can be done to help increase participation or what can be done within the school day to help these students?



# **COMPONENT 9:**

## **COORDINATION AND INTEGRATION**

**Procedures should be in place for the coordinating and integrating Title I resources with other resources to enable children served to meet the State standards.**

### **Guiding Questions:**

- Are all the programs and services available coordinated and integrated?
- What strategies and/or activities are coordinated with other school improvement efforts?
- Are the services and programs meeting the needs?



# COMPONENT 10:

## INTERPRETATION OF STUDENT ASSESSMENT RESULTS

**Describe how the school will provide individual student academic assessment results in a language the parents can understand.**

### **Guiding Questions:**

- How will you ensure the results from state required academic assessments be provided to parents and teachers as soon as practically possible after the test is taken?
- How will you ensure individual student academic assessment results are in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand?



# ADDITIONAL REQUIREMENTS

## Additional Schoolwide Requirements

- Collection and disaggregation of data
- Validity and reliability of data
- Public reporting of data
- Plan development (one year period)
- Involvement in development and implementation of plan
- Public availability of plan
- Translation of plan
- Plan subject to school improvement provisions of ESEA Section 1116

## Additional Documentation Requirements

- Dated meeting agendas
- Dated minutes of the meetings
- Dated sign-in sheets
- Checklist with comments and dates



# SCHOOLWIDE PLAN CHECKLIST

GEORGIA DEPARTMENT OF EDUCATION

## Appendix A

### SCHOOLWIDE PROGRAM CHECKLIST FOR USE BY LOCAL EDUCATIONAL AGENCY (LEA) COORDINATOR AND GEORGIA DEPARTMENT OF EDUCATION TITLE I EDUCATION PROGRAM SPECIALISTS

SCHOOL: \_\_\_\_\_

LEA: \_\_\_\_\_

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.  
*\*Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).*

MET	NOT MET	
		*1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.
		*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards, and
		(a) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
		(b) Are based upon effective means of raising student achievement.
		(c) Use effective instructional methods that increase the quality and amount of learning time.
		(d) Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with approved improvement plans.
		(e) <b>Must include documentation</b> to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and <b>must be connected to the amount of assistance</b>

Q & A

