

# TITLE I SCHOOLWIDE PROGRAMS (SWP)

Information for 2012-2013

## SCHOOL ELIGIBILITY

Since 2002, the SWP option has been available to schools that serve **40 percent** or more students from low-income families in their school or attendance area—provided the LEA has adequate funding to operate an effective program.

## SWP BENEFITS

An eligible school, in consultation with its LEA, makes the decision to become a schoolwide program. Once that decision is made, a school remains a SWP for the remainder of the NCLB or until the decision is reversed. The school maintains its schoolwide status even if the poverty threshold in their attendance area falls below the 40 percent level. Since the decision to “go schoolwide” is a long-term decision, eligible schools often want to consider the benefits of becoming a SWP.

Proponents have suggested that SWPs have the following advantages:

- ◆ *SWPs offer more service delivery options for Title I and other Federal program services;*
- ◆ *“Title I students” are not singled out;*
- ◆ *Student needs can be met more effectively;*
- ◆ *Federal program resources are available to all students;*
- ◆ *SWPs offer greater staffing flexibility;*
- ◆ *Professional development activities can be extended to more staff; and*
- ◆ *Federal programs can be integrated and coordinated with State and local initiatives.*

## SWP USE OF FUNDS

LEAs with eligible SWPs may consolidate Title I, Part A funds with most other Federal noncompetitive formula grant program funds. Typically, these other Federal funding sources might include:

- Title I, Part C—Education of Migratory Children (except that migrant education funds must first be used, in consultation with migrant parents, to address the needs of migrant children)
- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk
- Title IV, Part A, Subpart 1—Safe and Drug-Free Schools and Communities

Part (c) of section 1114 makes it clear that **SWPs may use their funds to establish or enhance prekindergarten programs** for children under six, such as Even Start or Early Reading First.

This list of programs is not yet complete but will be updated when the U.S. Department of Education Secretary posts a notice in the Federal Register that exempts schoolwide programs from most statutory and regulatory provisions of any other noncompetitive formula grant programs.

## SWP PLANS (THE WRITTEN DOCUMENT)

Any eligible school that desires to operate a SWP must develop (or amend) a comprehensive plan for reforming the total instructional program in the school. New schoolwide guidance from the U.S. Department of Education (<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>) emphasizes that the schoolwide plan must be updated annually—that it is a living document. The new ED schoolwide guidance gives more focus to evaluation. In particular, it states that the initial stages of schoolwide planning – needs assessment and preparation of the plan – involve setting the stage for later evaluation. In other words, when preparing a needs assessment, a school or LEA should identify how it can establish benchmarks for a plan, and when preparing a plan, it should build in a feedback loop that uses evaluation results to improve implementation. The guidance also highlights the importance of the following:

- Establishing annual priorities in the planning section. Don't tackle everything in the needs assessment at once; pick the top three needs and address those. The plan should be comprehensive, embracing all grades and all subjects.
- The criteria for success can be an increase in achievement or an increase in activities that lead to student achievement, such as parental involvement or professional development of highly qualified teachers.
- Having two questions for evaluation: Is it being implemented correctly? and, Is it effective?
- Using outside reviewers for evaluation—if not every year, perhaps every two years.

Annually, all schoolwide buildings must submit a revised schoolwide plan to the Iowa Department of Education. Close attention should be paid to the inclusion of all components in the updated plans.

This plan must include:

1. The **ten components** outlined below and how they will be implemented
2. A **list** of related State and Federal programs to be included in the SWP
3. A **description** of how the school will use its consolidated resources to implement the SWP components
4. A **description** of how the school will provide individual student assessment results to parents in a language and format the parents can understand
5. A **description** of the annual evaluation process for SWP
6. A **list** of the SWP committee members
7. The **completed** Title I SWP **Checklist** (A copy of the SWP Checklist is at the end of this section.)

All Iowa Title I schoolwide programs need to submit their updated plans for **2012-2013 by September 15, 2012**. Each new/revised plan must include that it is for the **2012-2013** school year and the correct grade levels for its building. A completed SWP Checklist must accompany the schoolwide plan, which may be submitted electronically by e-mail to [sandra.johnson@iowa.gov](mailto:sandra.johnson@iowa.gov) or by mailing to: Title I Office, Iowa Department of Education, 400 E 14<sup>th</sup> Street, Des Moines, IA 50319-0146.

**NOTE:** Submission of the schoolwide plan **does not** replace the required participation in the development of the LEA's Comprehensive School Improvement Plan (CSIP).

### **SWP COMPONENTS**

All SWPs must include the following ten components (summarized):

1. A **comprehensive needs assessment of the entire school** (taking into account the needs of migrant children) that is based on the achievement of children in relation to local academic achievement standards.
2. **Schoolwide reform strategies that:**
  - a) provide opportunities for all children to meet proficient and advanced levels of academic achievement;
  - b) use methods and instructional strategies based on scientifically based research (SBR) that strengthen the core academic program, increase the amount and quality of learning time, and include strategies for meeting the needs of historically under-served populations;
  - c) **(i)** include strategies to address the needs of all children in the school, but particularly those children who are low achieving, at risk of not meeting local standards, or are members of a target population of a program included in the schoolwide program, which may include mentoring, counseling, pupil services, college and career awareness and preparation, personal finance education, innovative teaching methods such as team teaching or applied learning, and the integration of vocational and technical education; and **(ii)** address how the school will determine if such needs are met;
  - d) are consistent with and designed to implement local improvement plans.
3. **Instruction by highly qualified teachers.**
4. **High-quality, ongoing, professional development based on scientifically based research** for teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all children to meet local academic achievement standards. (Sufficient resources must be used to effectively carry out these activities.)
5. **Strategies to attract high-quality, highly qualified teachers** to high-need schools.
6. **Strategies to increase parent involvement** such as family literacy services.
7. **Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or state-run preschool programs, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** described in the State plan in order to improve the achievement of individual students and the overall instructional program.
9. **Activities to ensure that students having difficulty mastering the proficient and advanced levels of academic achievement standards 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.

\*\* Must specifically address the educational needs of and coordination with other services for homeless students, such as housing programs (ESEA, section 1114(b)(1)(j)).

## **NEWLY ELIGIBLE SCHOOLS**

Newly eligible schools will initiate a one-year schoolwide planning process. Schools wishing to begin the planning process should inform the state Title I Office of this intention by phone or email and fill out the "Schoolwide Indication of Planning" screen on the Title I application web site. During the planning year, the school must continue to operate as a Targeted Assistance program. A SWP planning team must be established. The team must include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, building principals, administrators, all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school.

The finished plan is in effect for the duration of the current legislation or until a building decision is made to return to targeted assistance status. The SWP plan should be reviewed and revised annually by the schoolwide committee. The plan must be available to parents and the public in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand. Copies of the plan should be on file and available at the district central office and at the building level. A copy of the SWP plan must also be submitted to the Title I Office, Iowa Department of Education, 400 E 14<sup>th</sup> ST, Des Moines, IA 50319-0146.

## **EXISTING SCHOOLWIDE PROGRAMS**

All existing schoolwide programs must amend their current schoolwide program plans to include the new requirements of NCLB. The SWP committee should review the expectations of NCLB and amend the entire plan as appropriate with particular attention to the scientifically based research requirements. All ten components must be addressed in the updated plans. (See above for an inclusive list of SWP requirements.) New schoolwide guidance from the US Department of Education emphasizes that the schoolwide plan must be updated annually and include that it is for the **2012-2013** school year and the correct grade levels for its building. A copy of the revised SWP plan and completed SWP Checklist must be submitted to: Title I Office, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146 or e-mailed to [sandra.johnson@iowa.gov](mailto:sandra.johnson@iowa.gov) no later than September 15, 2012.

## **PARAPROFESSIONALS AND SWP**

The paraprofessional requirements outlined in NCLB are applicable to ALL paraprofessionals employed in a school operating a SWP regardless of funding sources (e.g. paraprofessionals paid with special education funds, general funds and/or Title I funds). Refer to Public Law 107-110, which can be found at <http://www.ed.gov>.

## **PARENT INVOLVEMENT AND SWP**

The parent involvement requirements for Title I are the same for schoolwide programs and targeted assistance programs. Because each student in a SWP is considered a Title I student, the parent involvement requirements pertain to ALL students in the school. This includes the Parent-School Compact, the Title I Parent Involvement Policy, and the annual parent meeting. SWP plans should reflect how parents provide input into the planning and implementation of the program. An annual evaluation of the Title I Parent Involvement Program is required.

## **PRIVATE SCHOOLS AND SWP**

Private schools do not have the option of operating schoolwide programs and may only operate as a targeted assistance program.

## **ADDITIONAL CONSIDERATIONS OF SWP**

The purpose of operating a schoolwide program is to ensure that ALL students benefit from this organizational structure. That does not mean that every child receives individual services, but rather that professional development activities, material purchases, scheduling changes, and personnel decisions can impact the learning opportunities for EVERY child. In order for a schoolwide plan to meet expected guidelines, it MUST reflect programming that is substantially different than the typical targeted assistance program.

## Title I Schoolwide Plan Checklist 2012-2013

- Review the Title I Schoolwide Plans to ensure that all requirements listed below have been met.
- Insert the page number where each component can be found.
- Enclose this completed checklist with each Title I Schoolwide Plan and submit to the Iowa Department of Education. Plans and checklists may be submitted by e-mail to [sandra.johnson@iowa.gov](mailto:sandra.johnson@iowa.gov) or by mailing to:  
Title I Office, Iowa Department of Education, 400 E 14<sup>th</sup> Street, Des Moines, IA 50319-0146
- Plans are due September 15, 2012.

<b>Date</b>	
<b>District Name</b>	
<b>School Name</b>	
<b>Building Grade</b>	
<b>Building Principal</b>	

<p><b>Schoolwide Program Planning &amp; Review Team (Required)</b></p> <p>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.</p>	<p>List members' names and titles. This committee <u>must</u> include parent representation for this specific building.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%; text-align: center;">Name</th> <th style="width: 40%; text-align: center;">Title</th> </tr> </thead> <tbody> <tr> <td><b>Example: Pat Edwards</b></td> <td>Third Grade Teacher</td> </tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Name	Title	<b>Example: Pat Edwards</b>	Third Grade Teacher																		
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<b>Dates this team will meet during 2011-12</b>																							

<b>Components of a Schoolwide Plan:</b>	<b>Found on SWP Page(s)</b>
<p>1. A COMPREHENSIVE NEEDS ASSESSMENT of the school:</p> <ul style="list-style-type: none"> <li>◆ Provide a brief description of the school, attendance area, and surrounding community.</li> <li>◆ Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reached all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.</li> <li>◆ Summarize strength and needs of the school's current educational program.</li> <li>◆ As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan.</li> </ul>	

SWP Components (continued)	SWP Page(s)
<p>2. Implementation of schoolwide <b>REFORM STRATEGIES</b> that:</p> <ul style="list-style-type: none"> <li>◆ provide opportunities for all children to meet proficient and advanced levels of student academic achievement;</li> <li>◆ use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program, increases the amount of learning time, and includes strategies for serving underserved populations;</li> <li>◆ includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;</li> <li>◆ addresses how the school will determine if those needs of the children have been met; and</li> <li>◆ are consistent with and are designed to implement the State and local improvement plans.</li> </ul>	
<p>3. Instruction by <b>HIGHLY QUALIFIED TEACHERS</b> in all core content area classes.</p> <ul style="list-style-type: none"> <li>◆ Describe how the school will <b>ENSURE</b> a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.</li> <li>◆ Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.</li> </ul>	
<p>4. High-quality and ongoing <b>PROFESSIONAL DEVELOPMENT</b> for teachers, principals, and paraprofessionals.</p> <ul style="list-style-type: none"> <li>◆ Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.</li> <li>◆ Describe how the school will implement high-quality and ongoing professional development.</li> </ul>	
<p>5. Strategies to <b>ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS</b> to this school (e.g. hiring incentives, additional benefits, mentoring programs, etc.).</p>	
<p>6. Strategies to increase <b>PARENTAL INVOLVEMENT</b>, such as family literary services.</p> <ul style="list-style-type: none"> <li>◆ Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.</li> <li>◆ Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.</li> <li>◆ List specific training activities and decision-making opportunities for parents. Include meeting dates for the planning, implementation, and evaluation of the Parent Involvement Policy; compacts; and the school plan.</li> <li>◆ Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan</li> </ul>	
<p>7. <b>TRANSITIONS</b>. Include plans for assisting students transitioning from preschool to elementary grades, elementary to middle school, or middle school to high school (where applicable to this building); plans for assisting preschool children in the transition from early childhood programs such as Head Start, state-funded preschool programs, etc.; and other district transition strategies, such as before-kindergarten round up, home visits, placement programs, etc.</p>	
<p>8. Describe opportunities and expectations for <b>TEACHERS</b> to be <b>INCLUDED</b> in the decision making related to the use of academic <b>ASSESSMENT RESULTS</b> leading to the improvement of student achievement.</p>	
<p>9. <b>INTENSIVE PROGRAMS</b>: Describe activities and programs at the school level that ensures that students who are having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective and timely additional assistance.</p>	
<p>10. <b>COORDINATION</b> and integration of federal, state, and local services and programs/funds (may include programs under NCLB, nutrition programs, housing programs, Head Start, adult education, and technical training programs).  <b>** Must</b> specifically address the educational needs of and coordination with other services for <u>homeless students</u>, such as housing programs (ESEA, section 1114(b)(1)(j)).</p>	
<p style="text-align: center;"><b>ANNUAL EVALUATION PROCESS</b></p> <ul style="list-style-type: none"> <li>◆ The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the schoolwide plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.</li> <li>◆ Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.</li> </ul>	