

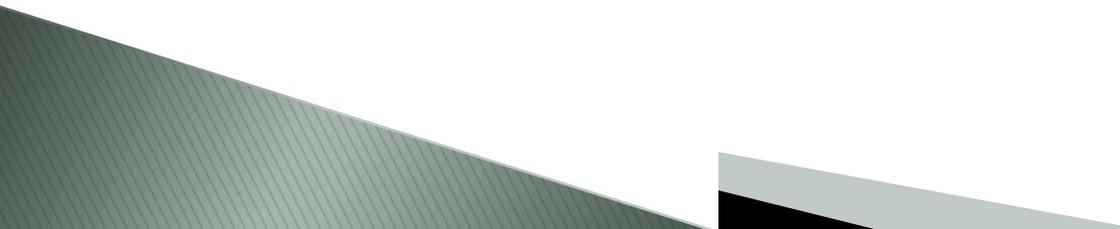
Establishing Schoolwide Programs

Terry L. Strayhand
Coordinator, New Title I Programs
Arizona Department of Education
terry.strayhand@azed.gov

SCHOOLWIDE



**A Schoolwide
Program is a reform
strategy designed to
upgrade the entire
educational
program in a school.**



The emphasis in Schoolwide Program schools is on serving **all students** through integration of services, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

Schoolwide programs maximize the impact of Title I.

Focus of a SWP

- ▶ A Title I Schoolwide Program is to implement comprehensive schoolwide reform to ensure the academic achievement of all students, especially those identified as most academically at-risk.
- ▶ An essential part of a Schoolwide Program is adopting a Comprehensive Reform Model (CSR) that will effectively address the prioritized needs of the school and incorporates scientifically based research (SBR) instructional strategies and activities that will foster and improve academic achievement for all students.

Program Requirements

- ▶ 40% poverty threshold
- ▶ One-year planning required prior to implementation
- ▶ Identification of students is not required
- ▶ Annual evaluation of program effectiveness

- ▶ **Implementation components:**
 - Comprehensive needs assessment
 - Schoolwide reform strategies

Requirements

components

- 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 early childhood programs to local elementary programs

Requirements

components

- 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 of Federal, State and local services and programs.

Identify what funding sources are being consolidated

Core Elements of a Schoolwide Program

- **Comprehensive Needs Assessment**
 - Areas of Strength
 - Areas of Growth
 - Areas of Improvement – Prioritization of Needs
- **Comprehensive Schoolwide Plan**
 - Ten Components
 - Comprehensive Schoolwide Reform (CSR)
- **Budgeting**
 - Schoolwide 1 Schoolwide 2 Schoolwide 3
 - optional funding models
- **Evaluation**
 - ✓ *Did the academic achievement of ALL students improve?*
 - ✓ *Were the goals of the SW Plan achieved?*
 - ✓ *Does the SW plan need to be modified?*

Benefits of Schoolwide Programs

- ▶ Flexibility – combining resources, serving all students, redesigning the school and its services.
- ▶ Coordination and Integration – reduction in curricular and instructional fragmentation.
- ▶ Accountability – clear and coordinated; all students are responsible for achieving the same high standards.
- ▶ Unified Goals – schoolwide programs bring parents, the community and the school together to redesign and improve the school.

Guiding Principles and Practices of Effective Schoolwide Programs

- ▶ Strong leadership
- ▶ Reform goals that are based on a shared vision by stakeholders
- ▶ Commitment to the investment of time and risk-taking
- ▶ Training of participants prior to implementation of reform
- ▶ Flexible reform strategies that accommodate a variety of approaches

Requirements

- At least 40% low income student population.
- Conduct a comprehensive needs assessment.
- Identify and commit to specific goals and strategies to address those prioritized needs.
- Implement a comprehensive reform model.
- Create a comprehensive plan focusing on successful academic achievement for ALL students.
- Conduct an annual evaluation of the effectiveness of the Schoolwide Program.

Planning

- ▶ Planning is a systematic process for developing a new or refined vision, setting priorities, and defining a more effective school organization and governing structure.
- ▶ Planning is a mechanism for building a constituency to support school change and should involve school staff, parents, and the community.

Comprehensive School Reform (CSR)

- ✓ *Addresses the needs of all students in the school.*
- ✓ *Affects all core subjects at all grade levels with a particular emphasis on reading and math.*
- ✓ *Improves professional development for every teacher in the school with meaningful, ongoing activities.*
- ✓ *Establishes specific benchmarks and an action plan for assessment and evaluation.*

Highly Qualified ?

Title I Qualified ?

SCHOOLWIDE PLAN

- ▶ **New ALEAT Format**

LEAs List

Current LEA: New Plan Training - ADE Training

Setup & Maintenance

LEA Overview

Plan

LEA File Cabinet

Plan Tags

Home > New Plan Training - ADE Training > Plan

CONTINUOUS IMPROVEMENT PLAN

New Plan Training - ADE Training - 2012 - 2013 School Year

Select School Year:
2012 - 2013 School Year

Last Updated : Tee Lambert 02/27/2013 12:52 PM

Action Steps: 0

Status:

- Completed (0)
- Not Begun (0)
- In Progress (0)
- Suspended (0)

TOTAL PLAN FUNDS:	Budgeted :	\$0.00	LEA Submitters: Edit	ADE Reviewers: Edit
\$0.00	Actual :	\$0.00		

Plan Timeline Budget Manage Goals Reports

▼ FILTERS

Status: All Statuses	Funding Source: All Funding Sources	SEA Tag: All ADE Tags	LEA Tag: All LEA Tags	Assignment: All Assignments
Update: All Updates	Goal: All Goals	Type: <input checked="" type="radio"/> Active <input type="radio"/> Retired	Requires PD: <input type="checkbox"/>	Budgeted : \$0.00 Actual : \$0.00

+ Add Strategy

GOAL: * LEA Leadership STATUS: In Progress 02/27/2013 History	STRATEGIES: 0 of 3 Complete TASKS: None	ACTION STEPS: None	Budgeted: \$0.00 Actual: \$0.00
--	--	------------------------------	--

The ability to influence people to positively change, by creating a sense of urgency, while maintaining a strong moral compass focused on a common vision for improving student achievement.

Indicators of an effective LEA:

- * Develops and implements a vision of learning that is shared and supported by all stakeholders.
- * Sustains a culture and instructional program conducive to student learning and staff professional growth.
- * Manages the organization to provide a safe, efficient, and effective learning environment.
- * Collaborates with faculty and community members to meet diverse community interest and needs.
- * Implements a system of academic, cultural and fiscal accountability for every student's success.

Hide Detail

+ Add Strategy

GOAL: * Curriculum and Instructional Systems STATUS: In Progress 02/27/2013 History	STRATEGIES: 0 of 4 Complete TASKS: None	ACTION STEPS: None	Budgeted: \$0.00 Actual: \$0.00
--	--	------------------------------	--

Curriculum consists of an aligned continuum of learning outcomes designed for high student achievement. Instruction is the comprehensive delivery of the aligned curriculum.

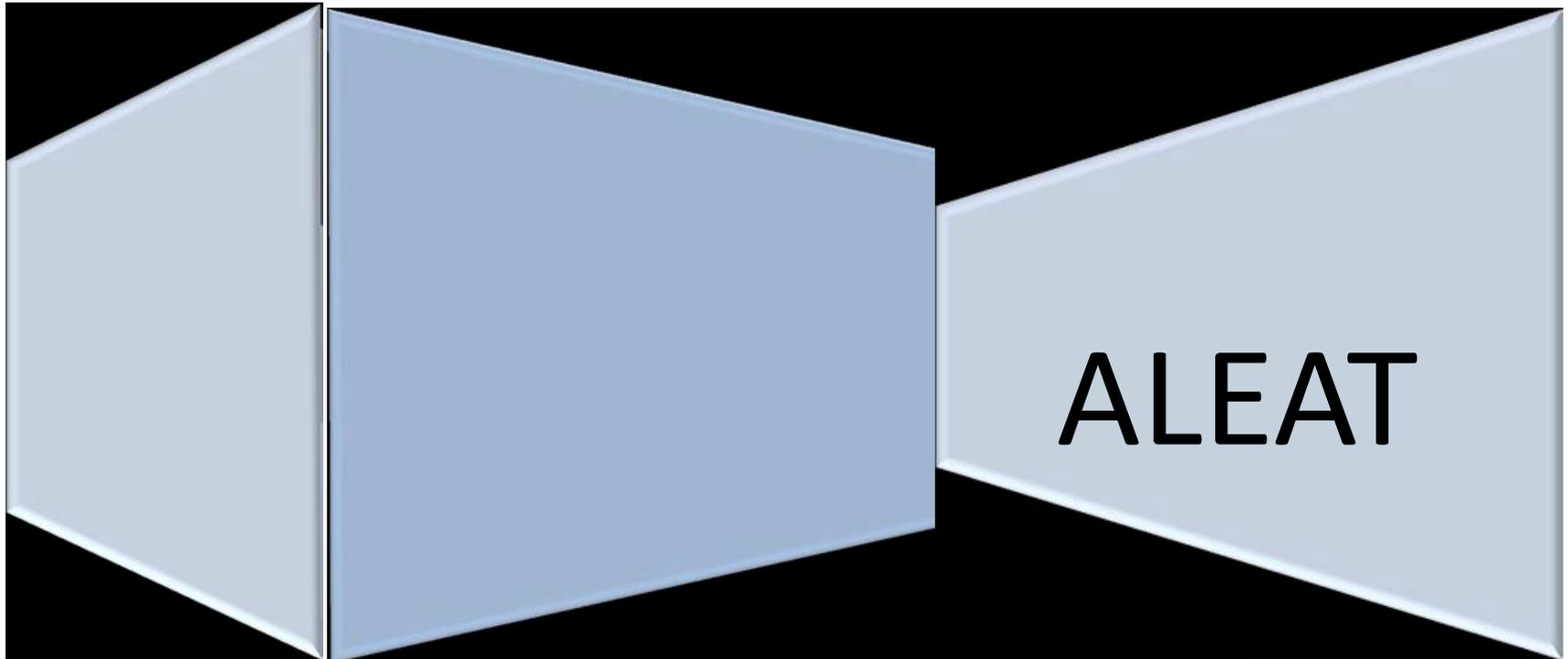
Indicators of an effective LEA:

- * Implements a LEA-wide comprehensive curriculum aligned to college and career ready standards.
- * Employs and Intentional process to hire content proficient and effective staff.
- * Applies an intentional process for selection and evaluation of programs and materials.



Arizona Department of Education

Standards for Effective LEAs and Continuous Improvement Plans



Browser address bar: <https://gme.azed.gov/Default.aspx?ccipSessionKey=635294821570783628>

Browser tabs: GME Home, Public School Search, Suggested Sites, ADE - Grants Management..., GME Home, HRIS-YES Portal Login (3), Arizona Department of Ed..., Astronomy Picture of the ..., Arizona Department of Ed..., State Educational Technol..., HRIS-YES Portal Login




- GME Home
- Search
- Contact ADE
- Document Library
- Help
- GME Sign-In

Public Access

Production

GME Home

Announcements

Indirect Cost Rates - Apache, Cochise, La Paz, Yavapai (2/21/2014)
 Any public districts (non-charter) under Apache, Cochise, La Paz, or Yavapai counties have had their total Indirect Cost Rates updated due to a recalculation of those County rates for FY 2014. Should you have any questions visit the Indirect Cost Page to see the new rates at: <http://www.azed.gov/grants-management/indirect-costs/>

You may also contact Gary Holland at (602) 542-364-3518 or Gary.Holland@azed.gov.

American Indian Student Needs Grant (2/13/2014)
 The American Indian Student Needs (AISN) grant is now on line and will be available for submission until March 6, 2014. The AISN grant is funded by the Robert Sekvens Trust to provide school materials for needy Native American students. This is a competitive grant limited to 13 awards of no more than \$3,500.00. The funds used in AISN projects must be supplemental in nature and used for students who are members of federally recognized tribes. School materials can mean school supplies, books, incentives, computers, software, and student fees for school activities among other generally recognized examples of school materials and supplies. These funds cannot be used to pay for nutritional supplementation, salaries, administration, travel, graduation apparel, gasoline, vehicles, transportation or any other expenditure generally paid for through basic state aid and federal grants.

Reminders

CTE Federal Perkins - Mid-Year Narrative Due 3/31/14 (2/18/2014)
 Remember that Mid-Year Narrative updates to listed performance measures under the CTE Federal Perkins grant are due no later than March 31, 2014 for awarded entities.* In order to update the mid-year narrative:

- 1) Make certain that the CTE Federal Perkins Application is in a Revision status
- 2) Navigate to the Program Details page
- 3) Update the Mid-Year Narrative field for each measure

Should you need more assistance there is a CTE Q&A document available in the Document Library.

*Note - Postsecondary institutions are excluded from this requirement.

Write Budget

After plans are current and thorough, you are ready to write your Budget.

Consolidate Funds

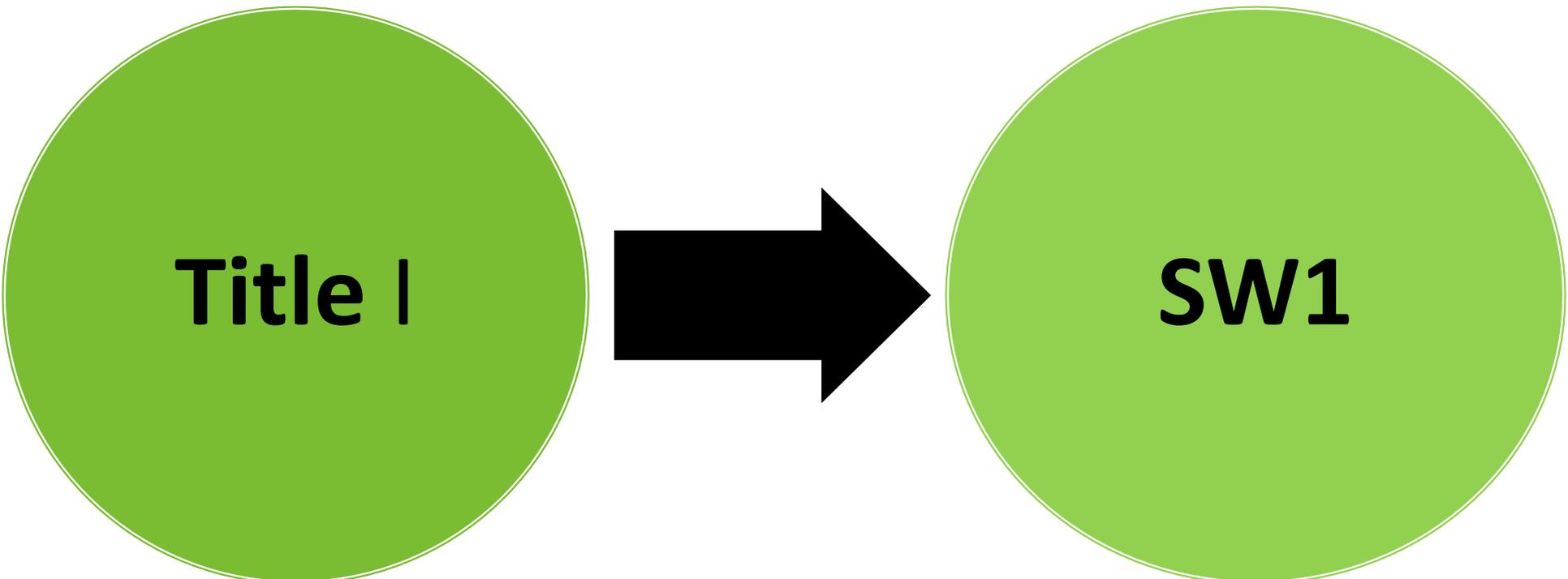
- ▶ A schoolwide program that consolidates funds is not required to maintain separate fiscal accounting records for each of those programs.
- ▶ A schoolwide program shall maintain records that demonstrate that the program, as a whole, addresses the intent and purposes of each of the Federal programs consolidated to support it.
- ▶ The amount of Federal funds used in a schoolwide program must be supplemental to the amount of State and local funds the school would otherwise receive.

Schoolwide SW1 SW2 and SW3 Funding

SW Model Funding

- ▶ SW1 – uses Title 1 funds only.
- ▶ SW2 – uses Title 1 and other federal funding sources as identified by the LEA.
- ▶ SW3 – uses Title 1, other federal funding sources as identified by the LEA and state funding including M&O.

Schoolwide 1

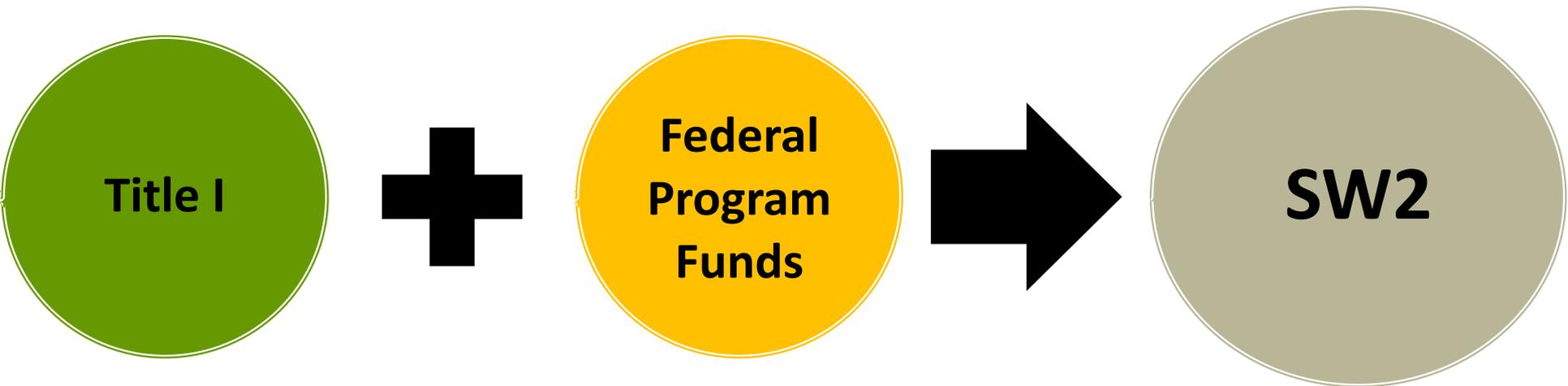


Title I

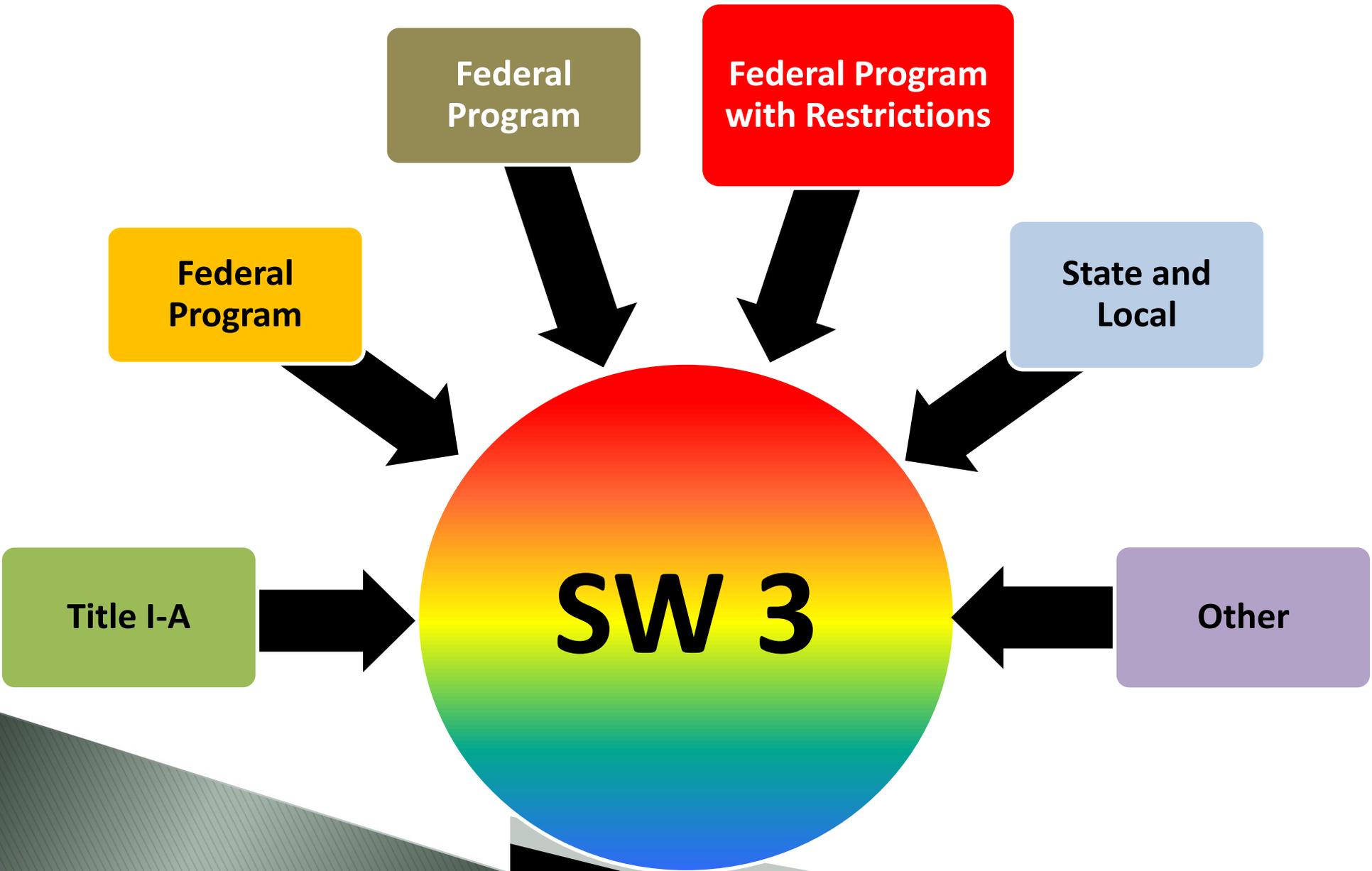
A diagram consisting of two green circles connected by a black arrow. The left circle contains the text 'Title I' and the right circle contains the text 'SW1'. The arrow points from the left circle to the right circle.

SW1

Schoolwide 2



Schoolwide 3



Purpose of SW3

To enable schools with a large number of at-risk students to integrate services the school provides from Federal, State, Local, and other resources to upgrade its education program.

Consolidated Funding SW2-3

from Guidance 2008

- A school is not required to maintain separate fiscal accounting records, by Federal program, that identify the specific activities supported by each program's funds...(E-1)
- However, the school must ensure that it meets the intent and purposes of the Federal programs. (E-1)
- In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. (E-2)

from Guidance–2008 continued

- Consolidation of funds in schoolwide programs applies only to programs at the school building level. (E–6)
- The school does not need to demonstrate that those activities are supplemental to ones that would otherwise be provided by the school. (E–7)
- There must also be sufficient State and local funds in that consolidated pool to cover non–educational activities. (E–8)

Funds Exempt to Consolidation

- ▶ Reading First (E-9)
- ▶ Migrant Education- unless the school, in consultation with parents of migratory children and/or organizations representing them, documents that these students' needs have been met. (E-9)
- ▶ Indian Education- unless the parent committee established to help develop the Indian ed. Program approves of this. (E-9)
- ▶ IDEA- ok, but the \$ may not exceed the \$ received by LEA under Part B divided by the # of children with disabilities in the LEA + multiplied by the # of children with disabilities in the SW program. (E-10)

This example looks at a single school. Here an LEA establishes a consolidated schoolwide pool from which a schoolwide building uses all or a portion of the Federal, State, and local funds it receives to support its schoolwide activities consistent with its schoolwide plan. Although the program funds included in the consolidated schoolwide pool lose their identity and may be used for any activity consistent with the school's schoolwide plan, the LEA, for accounting purposes, still attributes expenditures of those funds back to a specific program regardless of what services those funds support. An LEA may use any reasonable method to demonstrate that the funds in a schoolwide program have been expended. Two options are illustrated below:

Option 1 – Distribution of Expenditures Based on Revenues

A building has a schoolwide program with a total of \$1,000,000 in revenues from the programs shown in Chart A below:

Chart A

Source of Funds	Revenues	Percent of Total	Expenditures
Total	\$1,000,000	100.0%	\$950,000
State and Local Funds (included in schoolwide program)	520,000	52.0%	494,000
Federal Programs (included in schoolwide program)			
Title I, Part A	240,000	24.0%	228,000
Title II, Part A -- Improving Teacher Quality	40,000	4.0%	38,000
IDEA Part B (Special Education) *	50,000	5.0%	47,500
Title V, Part A	70,000	7.0%	66,500
Carl D. Perkins Career and Technical Education Act	80,000	8.0%	76,000

Supplement
not
Supplant

Schoolwide Programs

Statute 1114(a)(2)(B):

Title I must supplement the amount of funds that would, in the absence of Title I, be made available from non-federal sources.

- ▶ School must receive all the state and local funds it would otherwise need to operate in the absence of Federal funds
- ▶ Includes routine operating expenses such as building maintenance and repairs, landscaping and custodial services

Recap

Six-Step Planning Process



- ▶ **Step 1.** Establish A Planning Team
(That's you)
- ▶ **Step 2.** Conduct a comprehensive needs assessment
- ▶ **Step 3.** Clarify needs and finding scientifically-based strategies

Six-Step Planning Process



- ▶ **Step 4. Setting Schoolwide Program Goals**
- ▶ **Step 5. Writing the Schoolwide Plan**
- ▶ **Step 6. Finalizing the Schoolwide Plan**

The Role of the Consultant in your SW Planning Process

- ▶ Facilitate the planning process
- ▶ Lead team discussion
- ▶ Provide additional information, research, resources to the planning team
- ▶ Provide an objective perspective
- ▶ Assist the team in organizing data and information

**** *Not to write the final plan***

Time and Effort Requirements

“Title I Fiscal Issues”

(replaced May 2006)

www.ed.gov/programs/titleiparta/fiscalguid.doc

Time and Effort Rules

Depends on the extent of consolidation of federal, state, and local funding.

Key Concept: Schoolwide Plan is a single cost objective

Recap – SW Process Flow

- Conduct a needs assessment of your school.
- Determine the research-based intervention(s) that you will use.
- Integrated intervention(s) with your core curriculum.
- Be aware of your funding sources to see if you can fund your program. Adjust as needed.
- Write/update your SW plan, LEA Consolidated Plan, and SW budget.
 - ▶ Match to plans and budget.
- Submit applications.

Requirements

- ▶ Schoolwide programs are subject to the requirements of the following:
 - Section 1111 – State Plans (standards, assessments, AYP, accountability)
 - Section 1116 – Academic Assessment and LEA and School Improvement (school identification for improvement, supplemental services, choice, etc.)
 - Section 1117 – School Support and Recognition (school support teams)
 - Section 1118 – Parental Involvement (input, involvement, notification)
 - Section 1119 – Qualifications for Teachers and Paraprofessionals (general requirements)

Federal Resources for SW

- ▶ Designing Schoolwide Programs- March 2006
- ▶ Non-Regulatory Guidance Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement, not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, and Grant back Requirements- February 2008
- ▶ CIRCULAR NO. A-87 Revised 05/10/04
ATTACHMENT B SELECTED ITEMS OF COST

END

Activity



Six-Step Planning Process

- ▶ **Step 1.** _____
- ▶ **Step 2.** _____
- ▶ **Step 3.** _____

Six-Step Planning Process



▶ **Step 4.** _____

▶ **Step 5.** _____

▶ **Step 6.** _____