

North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent
600 East Boulevard Avenue Dept. 201
Bismarck, ND 58505-0440

Introduction to Schoolwide Planning Training

Presented By:

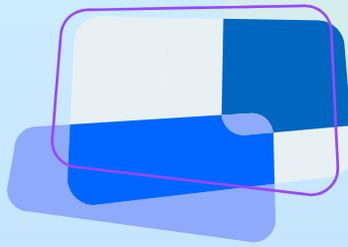
Stefanie Two Crow, Deputy Director Federal Title Programs
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Fax: (701) 328-0203
Website: <https://www.nd.gov/dpi>

Agenda

General Session

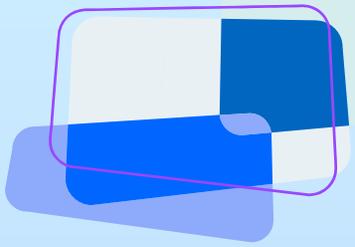
- 9:00 am Welcome/Introductions
- 9:10 am Review Introduction to Schoolwide Planning
- What is Schoolwide?
 - Schoolwide vs. Targeted Assistance
 - Documentation Required
- 10:15 am Questions/Break
- 10:30 am Schoolwide Planning Process
- Establish a Team
 - Data Collection and Analysis
 - Identify Schoolwide Goals
- 11:00 am Schoolwide Planning Process Continued
- Required Schoolwide Components
 - Implement strategies and activities
 - Monitor, Evaluate, and Revise
- 12:00 pm Lunch
- 1:00 pm AdvancED ASSIST
- 3:00 pm **Closing and additional work time**



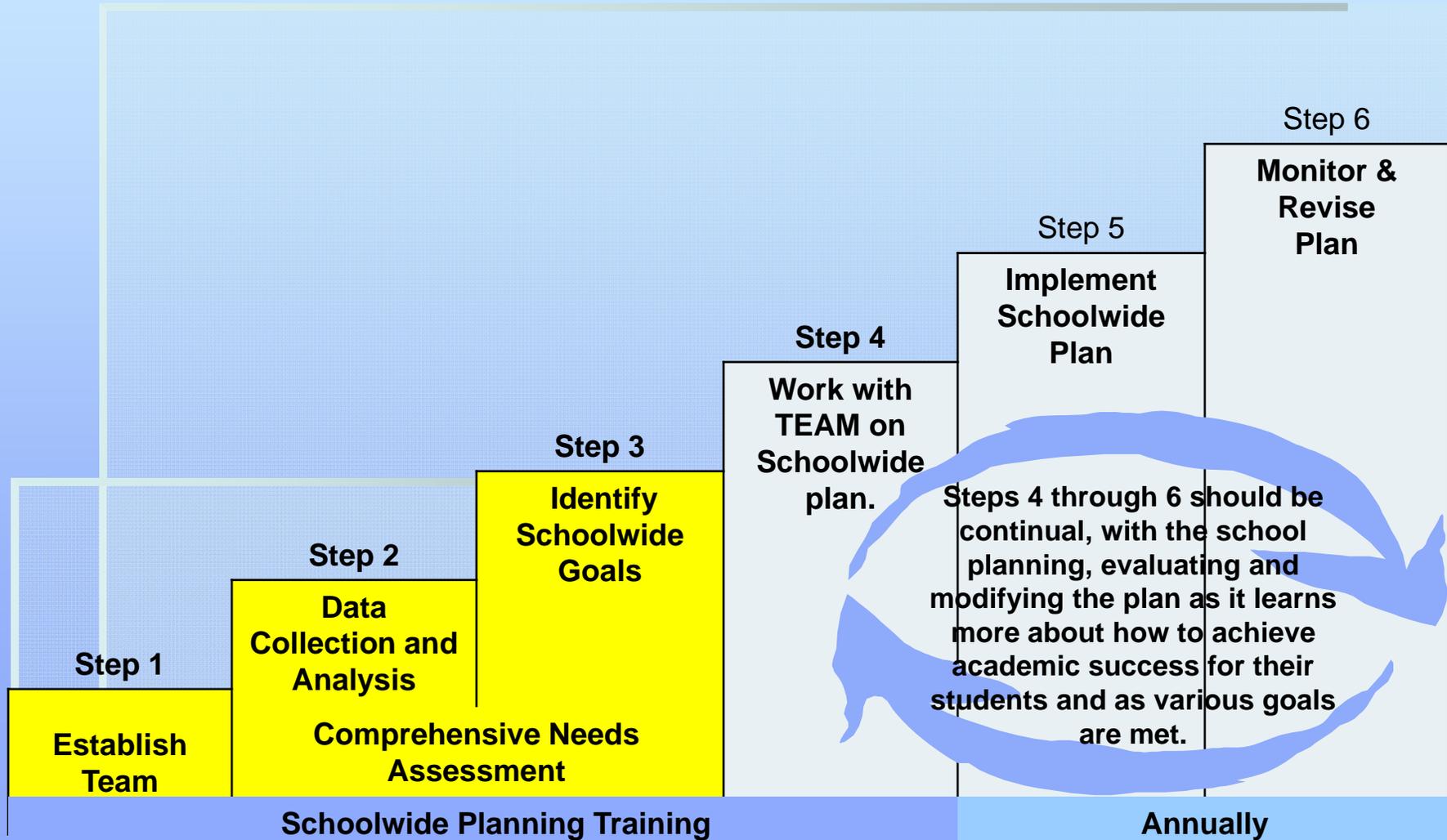


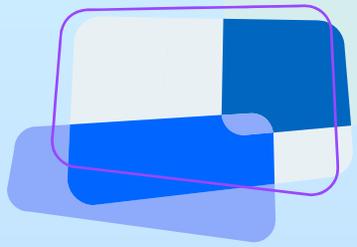
We Are Here Today To Understand:

- the INTENT of Title I Schoolwide,
- the importance of working in TEAMS,
- the REQUIREMENTS of Title I Schoolwide, and
- how to GET STARTED using ASSIST.



Schoolwide Planning Process

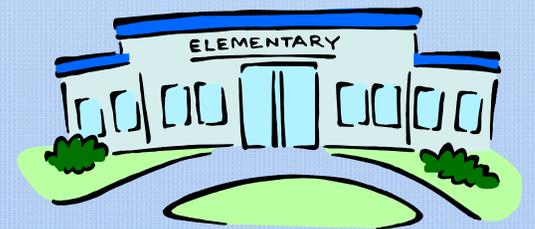


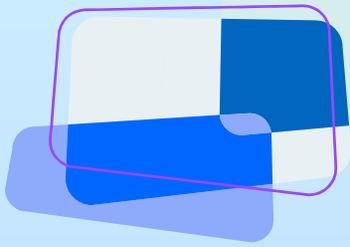


Introduction to Schoolwide Planning

What is a Schoolwide Program?

- Upgrade entire educational program
- Schoolwide reform strategies
- ALL teachers/administrators are responsible
- Program is building-based
- ALL students, focus on lowest-achieving





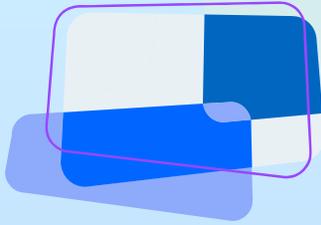
Think of this...

Targeted Assistance



Schoolwide



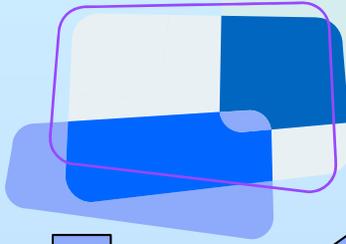


Comparing Targeted Assistance to Schoolwide

**ND Department of Public Instruction
Introduction to Schoolwide Planning**

Comparing Targeted Assistance to Schoolwide

	Targeted Assistance	Schoolwide
Eligibility	A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.	A school is eligible to become a Title I schoolwide program if it has a poverty level of at least 40 percent and it is receiving Title I funding.
Allowable Expenditures	A targeted assistance school uses Title I funds to support programs for <u>eligible children</u> , i.e., children who are failing, or at risk of failing, to meet the state's standards.	A schoolwide program uses Title I funds to upgrade the <u>entire educational program</u> of the school. Title I funds can be used to serve all children.
Student Selection	A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.	A schoolwide program is not required to identify particular children as eligible for Title I services.
Schoolwide Plan	No comparable provisions.	A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.
	The administrators and the Title I teachers who are paid with Title I funds	No comparable provisions because there are no distinctions between staff that may be paid with



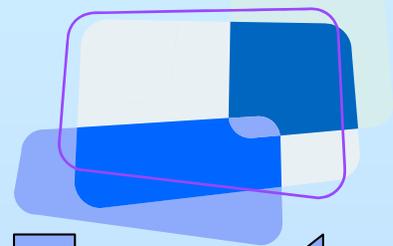
Comparing Targeted Assistance to Schoolwide **Eligibility**

Targeted Assistance

- Title I school attendance area

Schoolwide

- 40% Poverty



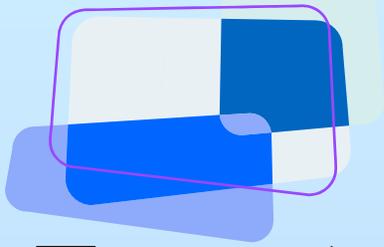
Comparing Targeted Assistance to Schoolwide Allowable Expenditures

Targeted Assistance

- ELIGIBLE students
- Title I Classroom
- Title I Staff

Schoolwide

- ENTIRE
EDUCATIONAL
PROGRAM



Comparing Targeted Assistance to Schoolwide Student Selection

Targeted Assistance

- Identify students

Schoolwide

- All students and teachers are “Title I”



Comparing Targeted Assistance to Schoolwide Schoolwide Plan

Targeted Assistance

- No comparable provisions

Schoolwide

- Schoolwide plan
 - Including a comprehensive needs assessment
- One-year planning period



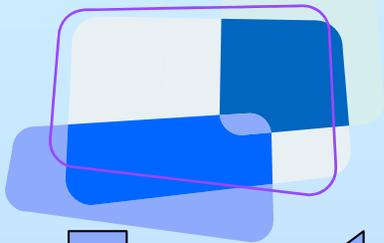
Comparing Targeted Assistance to Schoolwide Responsibility

Targeted Assistance

- Administrators and Title I teachers paid with Title I funds

Schoolwide

- No one teacher can be responsible for the implementation of the plan
- ALL staff are responsible for schoolwide program
- Administrators are the leaders of the plan



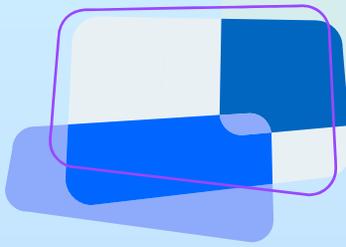
Comparing Targeted Assistance to Schoolwide Supplement, not Supplant

Targeted Assistance

- Title I funds are used only to supplement

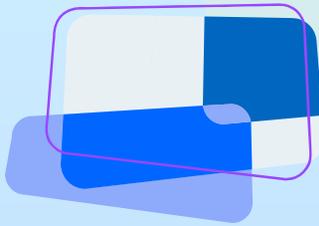
Schoolwide

- A schoolwide program does not need to demonstrate that Title I funds are used only for activities that supplement and do not supplant.
- If the activity was provided in prior years with non-federal funds or if the activity is provided to non-Title I students with non-federal funds, supplanting does not apply to uses of Title I funds in a schoolwide program.



Schoolwide Programs are Schools that...

- Receive flexibility and resources in order to carry out major reform strategies to help ALL students
- Choose to create and implement highly effective, research-based, comprehensive reform plans
- Coordinate resources to address high priority student needs while focusing on lowest-achieving students
- Annual review and evaluation of plan

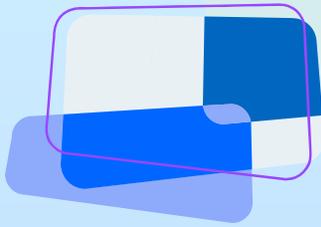


**ND Department of Public Instruction
Introduction to Schoolwide Planning**



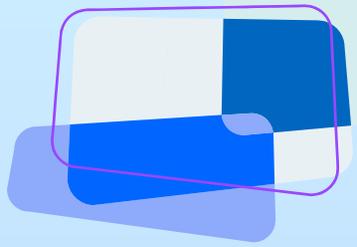
Ten Required Components of Schoolwide Planning

1. A **comprehensive needs assessment** of the entire school based on information that includes the performance of children in relation to the state academic content and achievement standards.
2. **Schoolwide reform strategies** that provide opportunities for all children to meet the advanced and proficient levels of student achievement; use effective and instructional strategies based on **scientifically based research**; address the **needs of all children** in the school; address who the school will determine if the needs have been met; and are consistent with the **state and local plans**.
3. Instruction by **highly qualified** professional staff.



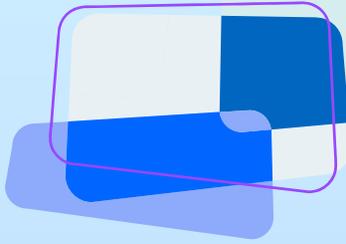
Questions





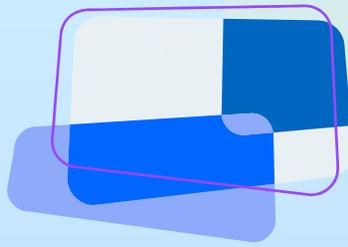
Schoolwide Required Components

Comprehensive Needs Assessment and Goals



Establish a Schoolwide Planning Team

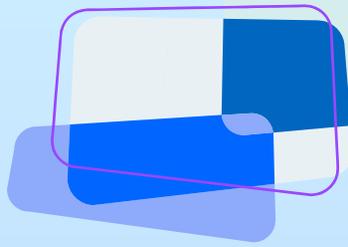




Establish a Schoolwide Planning Team

Key Considerations

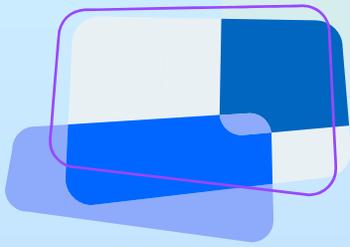
- Team members
 - Right players at the table
- Communication
 - Schedule of time, agenda, minutes
- Responsibilities
 - Roles, assignments
- Successful teams
 - Schoolwide focus, commitment, support, research-based



Comprehensive Needs Assessment

Items included:

- School profile
- Four (4) types of data
- Disaggregated data
- Strengths/areas to improve
- Standards-based
- Focus on low-achieving students
- Goals and objectives

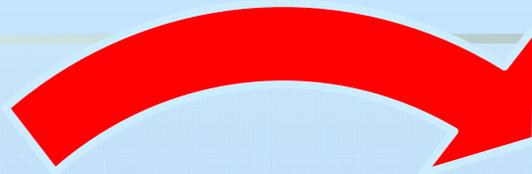


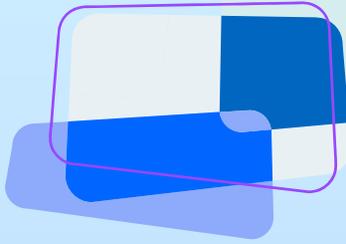
THE DATA CYCLE

ACTION

PREPARE

INQUIRE



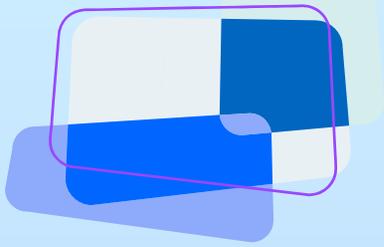


Prepare

Developing a Data Culture

- Setting the stage
- Important step for staff buy-in
- Establish a vision
- Assess staff knowledge
- Train staff on the use of data
- Establish processes
- Roles



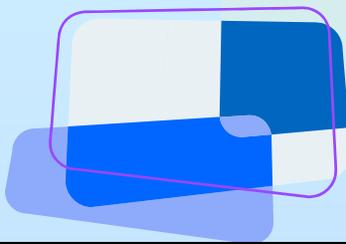


Prepare

Collect Data

- Four types of data
 - Achievement
 - Program
 - Perception
 - Demographic
- Resources
 - What is currently available?
 - What will you need to find?
- Responsibility
 - Divide and conquer
 - Chart of Responsibility
 - Schedule
- Timeframe
- Future plan – sustainability





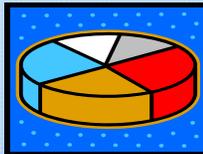
Four Types of Data

Adapted from Victoria Burnhardt's *School Portfolio Toolkit*.

Demographic Data

Vital statistics regarding the students, families, staff, and community under examination.

- Poverty levels
- Backgrounds



Student Achievement Data

Data showing how students are performing academically.

- State assessment results
- Report cards



Perception Data

Data that provides feelings and thoughts of students, their families, staff, and the community regarding their opinion of the learning environment.

- Surveys
- Questionnaires

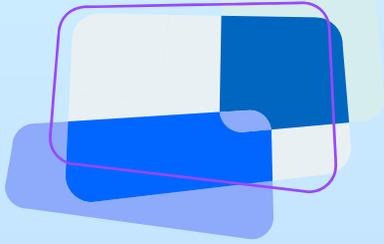


Program Data

Data that describes how school programs operate and analyze various school processes. Program data is the only data within control of the school.

- Continuums of processes
- Curriculum maps

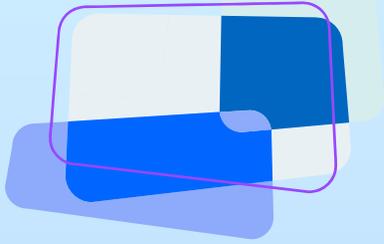




Prepare

Collection Levels of Data

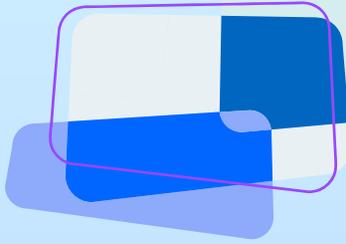
- Schoolwide/more general focus
- Classroom/grade level focus
 - Critical in transition years!
 - Skills inventory
 - what knowledge is transferring with them?
 - what areas did they miss in previous years?
- Individual student level focus
 - What data will you select?
 - Who will analyze/interpret this data?
 - Determined by instructional/leadership teams



INQUIRE

ANALYZE

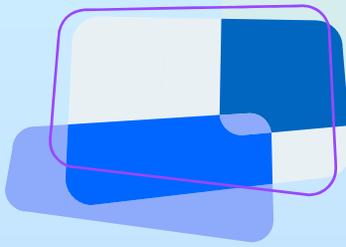
- Look for meaningful patterns and relationships in each of the four types of data – list on chart paper
- Organize data reports by question
- Work systematically through layers of information
- Make appropriate calculations and display data
- Chart and color code achievement levels
- Disaggregate
- Make observations and connections on the chart paper



INQUIRE

ANALYZE

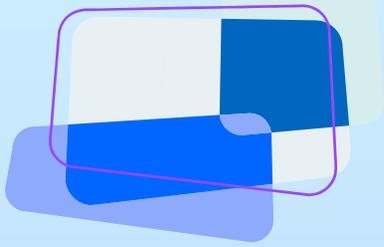
- General Questions:
 - What patterns do you notice?
 - Is there anything that jumps out?
 - Why does the data look this way?
 - What kinds of questions do we have?
 - What other data might we want to explore?
 - What are our next steps?



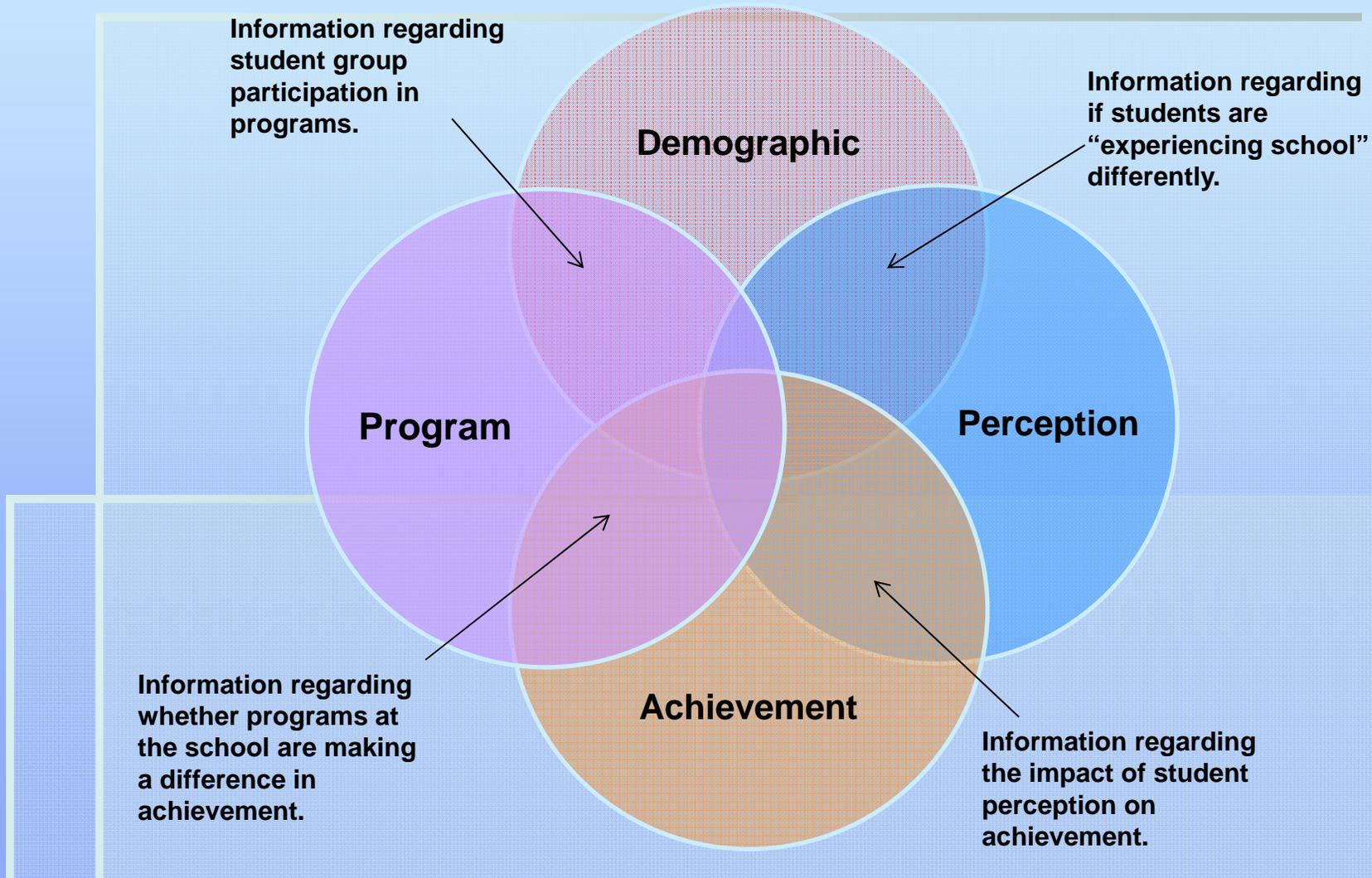
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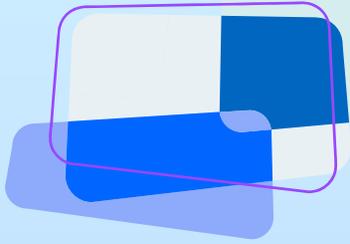
ANALYZE

- Questions become more specific – classify related issues – create priority areas
 - Is math achievement improving over time?
 - What are the strengths and areas of improvement broken down by categories?
These could be grade levels, skill categories, subgroups, etc.
- Analysis may lead to additional data needed.



We Have the Data; Now What?





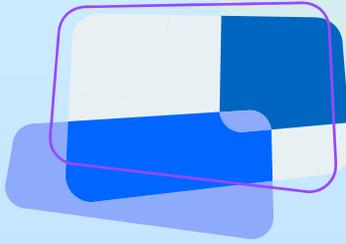
ACTION

SET GOALS

- Examine your priority list
- Write in measureable terms
- Ensure goals are realistic

SET ACTIONS

- Brainstorm action steps that lead to your goal
 - Include due dates
 - Include person responsible for follow-through
- Include research-based strategies



ACTION

GOALS

- School/District Level:

Pisek Public School will show an increase of the number of students reaching proficiency on the NDSA by at least 10% from 2013 to 2014 assessment. (The results of that assessment won't be received until much later.)

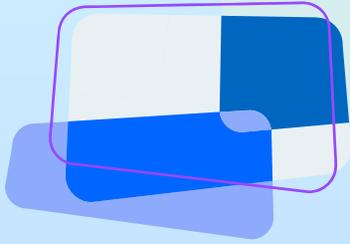
- Classroom Level:

All 2nd grade students will be reading on grade-level using Fountas and Pinnell (running records) by the end of the 2013-2014 school year.

- Individual Student Level:

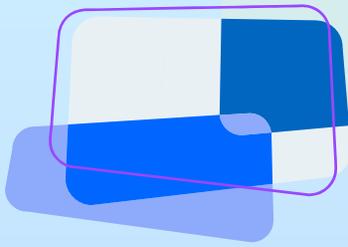
T.S. Child will master concepts 26 and 29 on the classroom math standards list by next Friday* as evidenced by XYZ intervention post-test.

*insert date



SMART Goals

- S – Specific
- M – Measureable
- A – Attainable
- R – Results-Oriented
- T – Time-Bound



ACTION

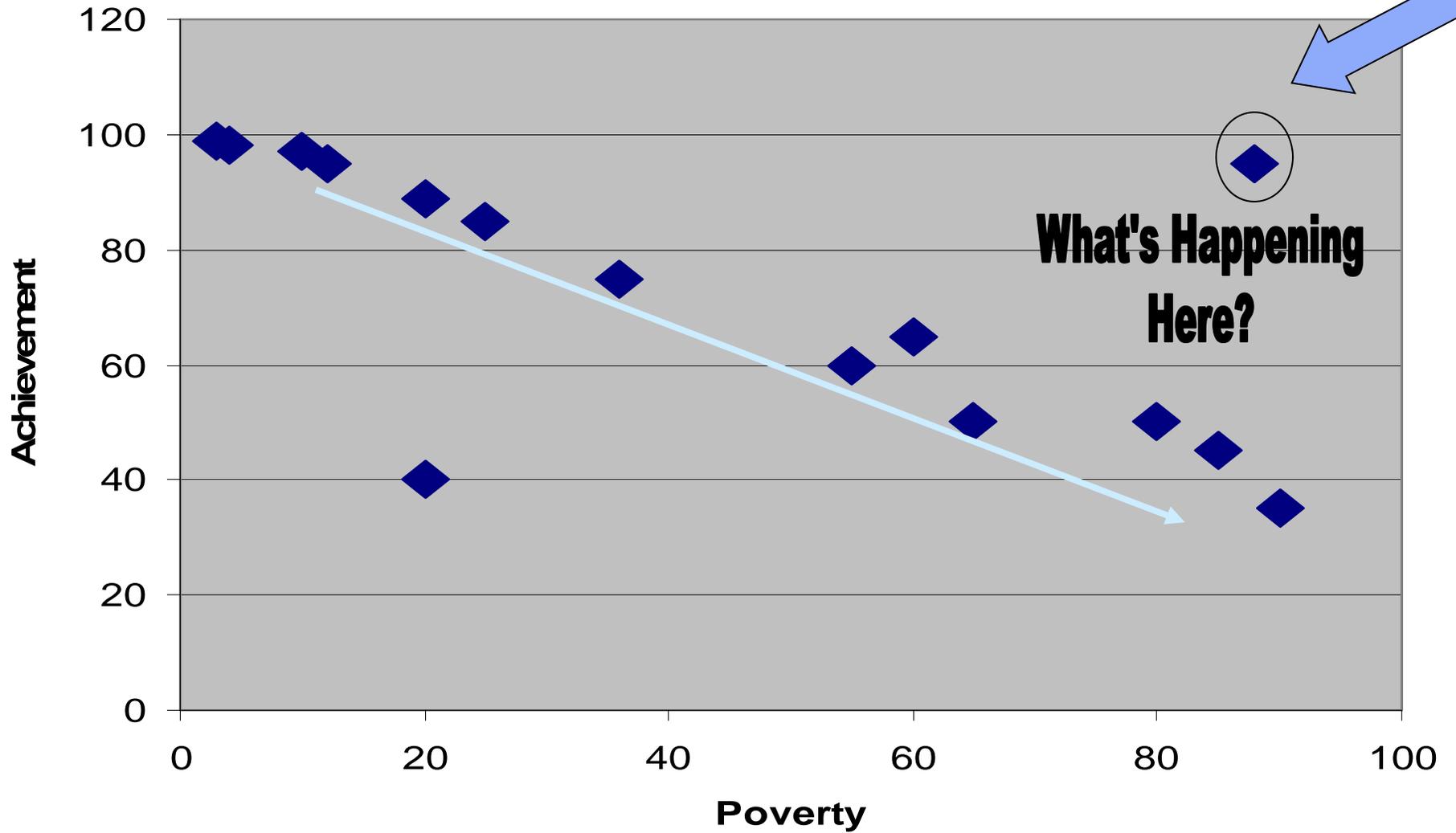
ACTION

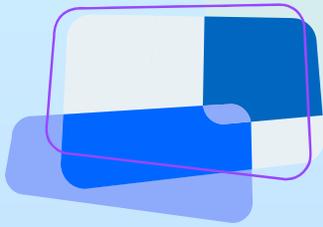
- Each goal can have several tasks or action steps in place throughout the year.
- Activities should be action focused to make a measureable difference.
- Activities should be aligned directly to the goals and hypotheses.
- If you have had strategies in place without positive results, **LET THEM GO!** Don't just add more strategies.
- Be sure to move from brainstorming ideas to writing down tasks and strategies you would like to implement.
- When uncertain about strategies, research best practices or investigate what other schools are doing.

'Win small, win early, win often.'

Gary Hamel Leadership 'guru'.

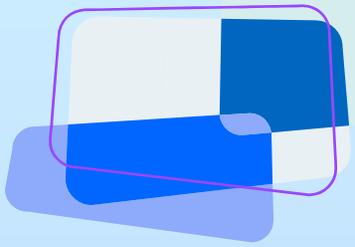
Student Achievement vs. Poverty



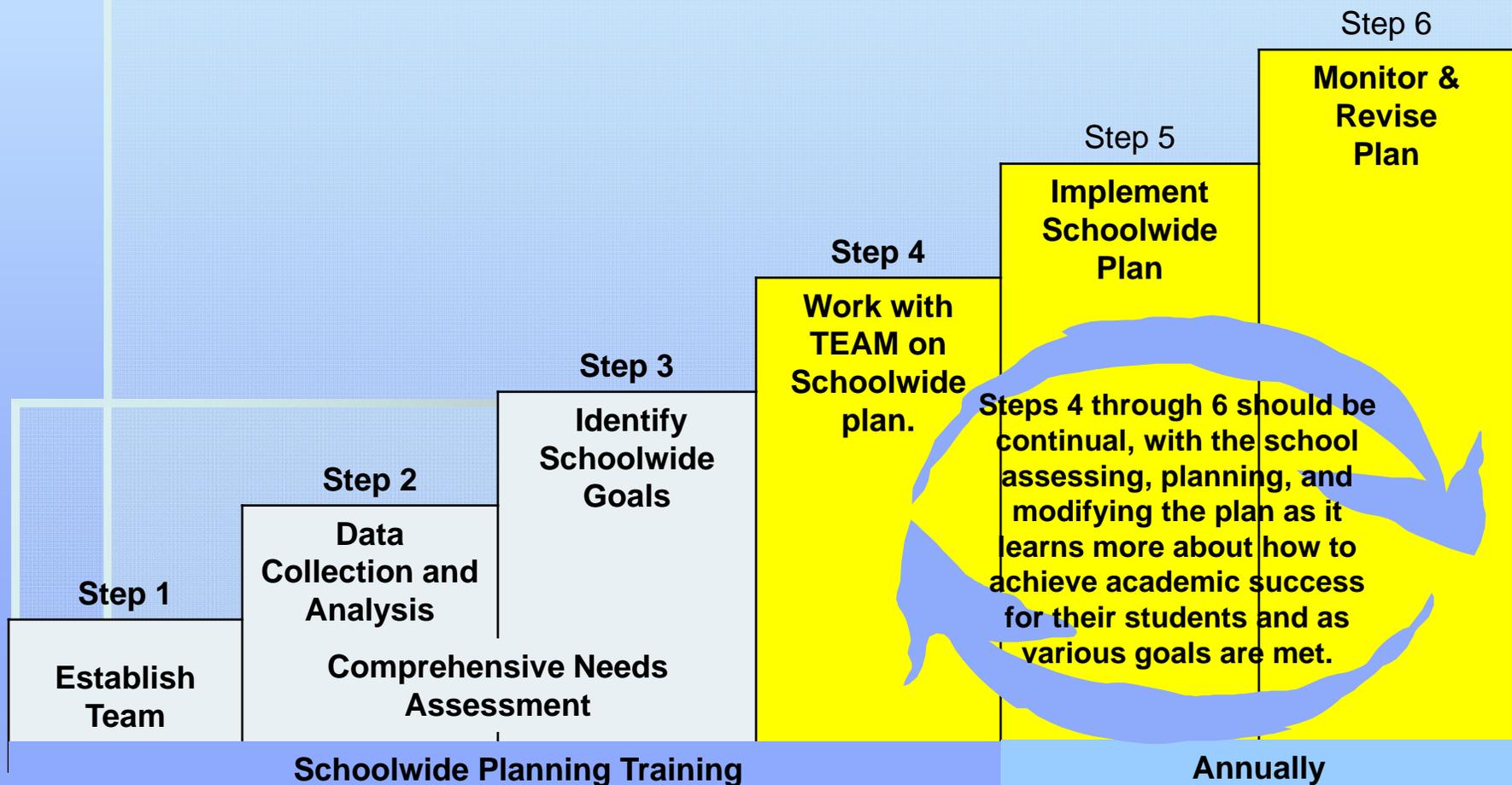


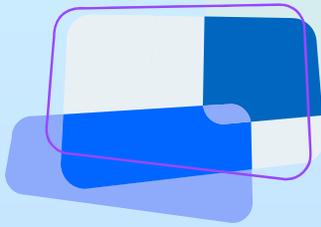
Stop – Lunch Break





Schoolwide Planning Process





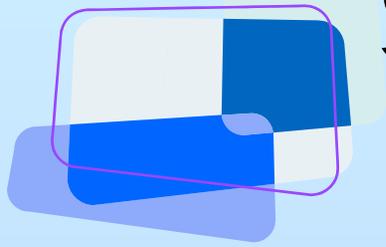
Schoolwide Required Components

ND Department of Public Instruction
Introduction to Schoolwide Planning



Ten Required Components of Schoolwide Planning

1. A **comprehensive needs assessment** of the entire school based on information that includes the performance of children in relation to the state academic content and achievement standards.
2. **Schoolwide reform strategies** that provide opportunities for all children to meet the advanced and proficient levels of student achievement; use effective and instructional strategies based on **scientifically based research**; address the **needs of all children** in the school; address who the school will determine if the needs have been met; and are consistent with the **state and local plans**.
3. Instruction by **highly qualified** professional staff.

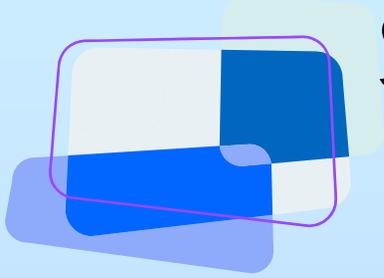


Schoolwide Required Components

1. Comprehensive Needs Assessment

- School profile
- Four (4) types of data
- Disaggregated data
- Strengths/areas to improve
- Standards-based
- Focus on low-achieving students
- Goals and objectives

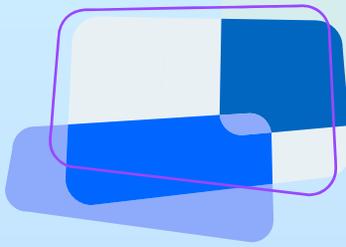
****Schoolwide Plan – Self Checkpoint Oct. 31****



Schoolwide Required Components

2. Schoolwide Reform Strategies

- Meet state standards
- Scientifically-based research
- Core academic program
- Increase amount and quality of learning time
- Enriched and accelerated curriculum
- Historically underserved populations
- At-risk students
- Alignment with other plans

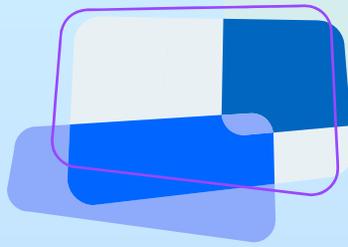


Schoolwide Required Components

2. Schoolwide Reform Strategies

Standards-Based Instruction

- All children reach the **state's high academic standards**
 - What does “standards-based instruction” look like?
-

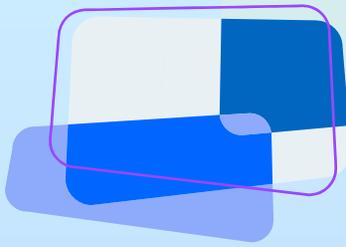


Schoolwide Required Components

2. Schoolwide Reform Strategies

Scientifically-Based Research

- All reform strategies should be based on research or research-proven practices
- Scientifically-based research



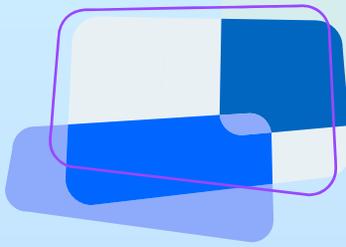
Schoolwide Required Components

2. Schoolwide Reform Strategies

Strengthens the Core Academic Program

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

NOTE: If using funds to support these areas, remember there must be a need and a goal as documented in the comprehensive needs assessment.

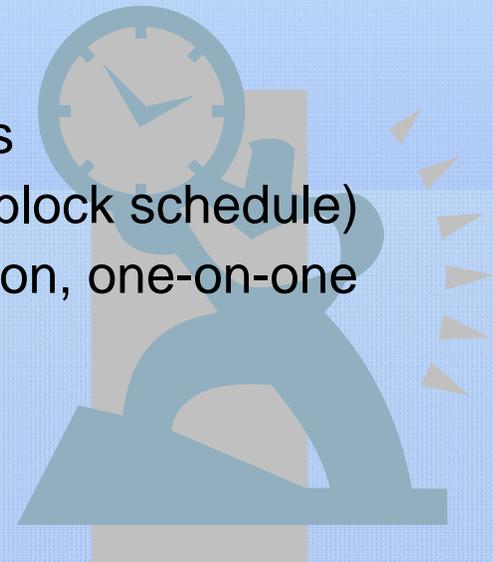


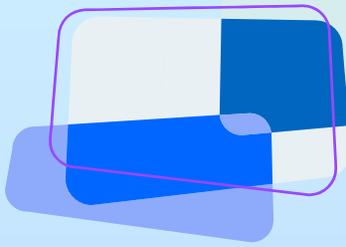
Schoolwide Required Components

2. Schoolwide Reform Strategies

Increase Amount and Quality of Learning Time

- After school programs
- Summer school programs
- Increase instructional time
 - Instructional specialists or coaches
 - Additional instructional time (e.g., block schedule)
 - Interventions, small group instruction, one-on-one
 - Team teaching
- Extended day programming



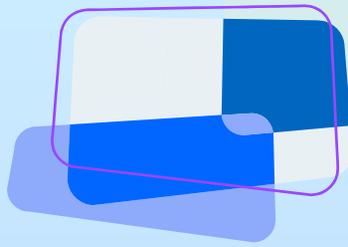


Schoolwide Required Components

2. Schoolwide Reform Strategies

Enriched and Accelerated Curriculum

- What does an enriched and accelerated curriculum look like?

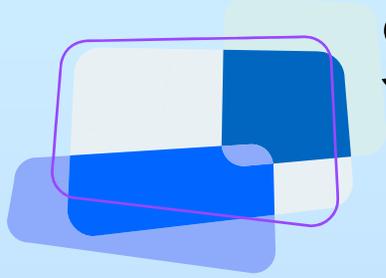


Schoolwide Required Components

2. Schoolwide Reform Strategies

Historically Underserved Populations

- Which students are historically underserved at the school?
- Special programs to address their needs.



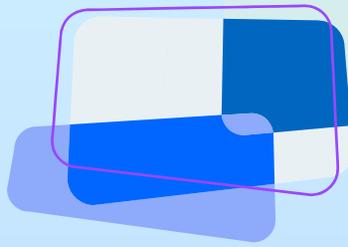
Schoolwide Required Components

2. Schoolwide Reform Strategies

Address the needs of At-Risk Students

- How will the school know students' needs are met?

See Resources Section "Teacher Self-Assessment of Classroom Practices to Support the At-Risk Learner"

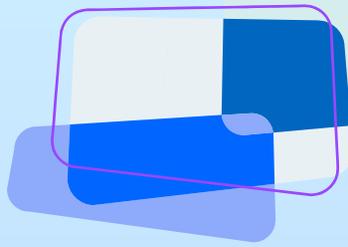


Schoolwide Required Components

2. Schoolwide Reform Strategies

Alignment to other Improvement Plans

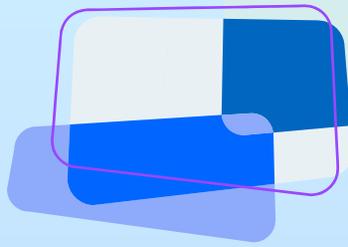
- AdvancED ASSIST
- NDMILE
- BIE/NATIVE STAR
- Professional Development
- Strategic Plan



Schoolwide Required Components

3. All instruction is provided by Highly Qualified Staff

- All instructional teachers, Title I coordinator, and all instructional aides (see Fast Facts)

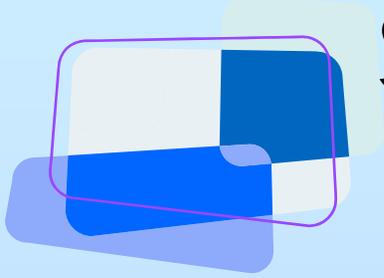


Schoolwide Required Components

4. High Quality, Ongoing Professional Development

- ALL activities aligned to schoolwide goals
- Adequate time investment*
- Collaboration
- Teams involved in decision-making
- Ongoing evaluation based on student achievement
- Grounded in research
- Sufficient resources
- Teachers and paraprofessionals

*See in Resources section “Making Time for Teams”



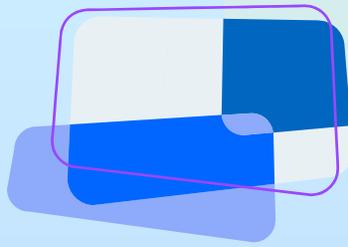
Schoolwide Required Components

4. High Quality, Ongoing Professional Development

What does high quality, ongoing professional development look like?

- Action research
- Mentoring
- Peer coaching
- Learning communities
- Analyzing data
- Study groups/book studies
- Demonstration lessons
- Curriculum mapping
- Observations
- Evaluation

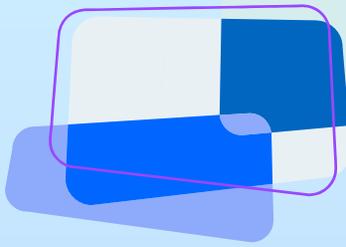
*See in Resources section “Making Workshops Effective”



Schoolwide Required Components

5. Attracting and retaining High Quality Staff to High Needs Schools

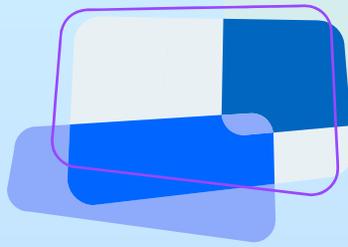
- Teacher-turnover rates
- Methods to retain and support teachers
- Beginning teachers and average length of stay



Schoolwide Required Components

6. Strategies to Increase Parental Involvement

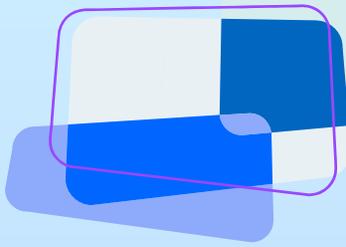
- Annual parent meeting
- Opportunities for training parents
- Assessment of parental involvement
- Schoolwide annual review results
- Policy
- Compact



Schoolwide Required Components

7. Strategies to assist Preschool Children in the Transition to elementary school programs:

- HeadStart, JumpStart, Gearing Up, summer programs, and others
- More than open house
- Connect with teachers and parents
- Readiness assessment/screening
- Home activities to prepare for Kindergarten

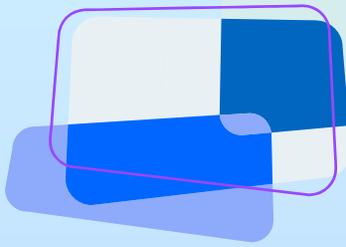


Schoolwide Required Components

8. Measures to include Teachers in Decision-Making

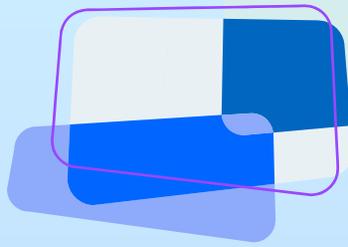
Think about designing all school assessment systems:

- Information on student achievement, including individual students
- Great professional development
- Applicable and appropriate to inform instruction
- Improve overall instructional program
- Identify for services (RTI)



Schoolwide Required Components

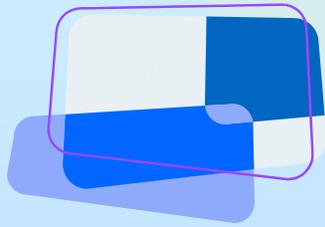
9. Effective, Timely Assistance
 - Timely identification
 - Sufficient information on which to base effective assistance
 - Process for struggling students
 - Flow Chart – RTI progress monitoring matrix



Schoolwide Required Components

10. Coordination and Integration of Programs

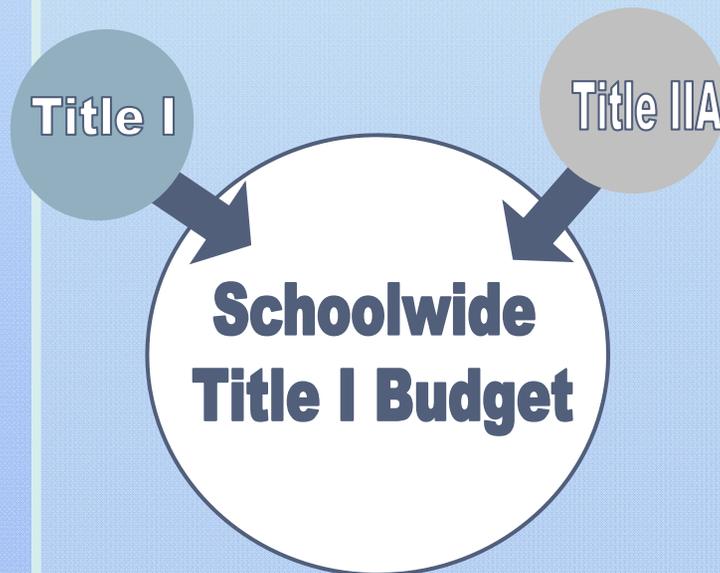
- Federal, state, and local services
- Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training
- Parent centers, local college/university, community organizations



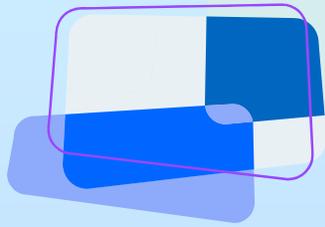
Additional Requirements

Co-mingling Schoolwide Funds

- Describe intent and purpose



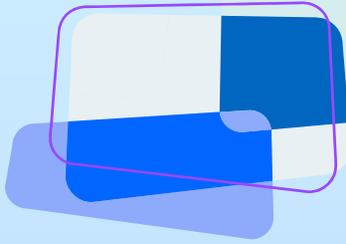
If your school is interested in co-mingling funds, review the Co-mingling Toolkit on the Title I website.



Additional Requirements

Ongoing Evaluation and Annual Review

- Annual Review at minimum.
- Update data and comprehensive needs assessment.
- Analyze the new trends and how the year went.
- Did the school, classrooms, students improve?
- Was the schoolwide program a success?
- Meeting agenda/minutes.



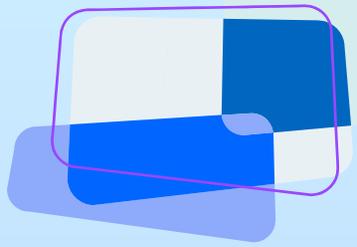
Requirements

Title I

Schoolwide

Planning Toolkit

For schools working in
AdvancED's ASSIST

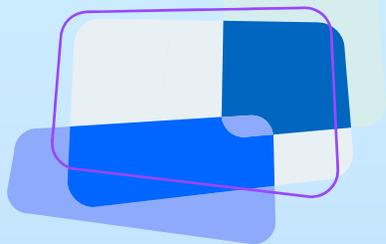


Resources

- Guidance, tools, and resources are available in this section and on the Office of Federal Title Program's schoolwide website at:

[https://www.nd.gov/dpi/Administrators/FTP/
Programs_Initiatives/TitleI/Schoolwide/](https://www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Schoolwide/)

Questions



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