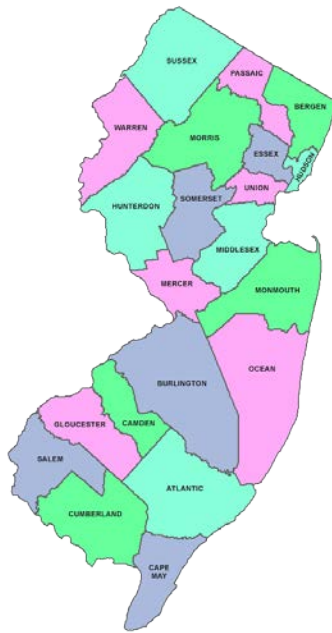# New Jersey Department of Education

2017-2018

Title I Schoolwide Transition Process

OVERVIEW AND GENERAL REQUIREMENTS

Background and Purpose

A schoolwide program is a comprehensive reform strategy designed to *upgrade the entire educational program in a Title I school*; its 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. A schoolwide program has three core elements: the comprehensive needs assessment; the comprehensive schoolwide plan; and the annual evaluation of the schoolwide plan. Adopting this type of reform strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

This schoolwide reform strategy requires that a school complete the following:

- Create a planning committee;
- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Whereas Title I targeted assistance programs only provide educational services to identified academically at-risk students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to *redesign their entire educational program to serve all students*. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

Eligibility Criteria

- A school must receive Title I funds.

- A school's poverty rate must be at least 40%. (Except schools designated as Priority or Focus under the State's *ESEA* Flexibility Waiver).

- 100% of instructional paraprofessionals must meet the requirements in *ESEA* §1119.

- The school must demonstrate that it provides additional learning opportunities for their low-performing students.

- The school must implement a planning year during which school administration creates the schoolwide planning committee, discusses the viability of introducing a

schoolwide approach, conducts a comprehensive needs assessment, and develops the schoolwide plan.

- The year of planning may be waived with sufficient justification that the school has a functioning school planning committee and an existing educational plan that includes similar components of the Title I Schoolwide Plan.

- The school must maintain and submit documentation of stakeholder engagement.

- The school must receive an approved 2017-2018 *Intent to Operate a Title I Schoolwide Program* Form.

- The school must submit a 2017-2018 Schoolwide Plan.

Should My School Become Schoolwide?

The primary con*sideration for a high-poverty school when* considering whether to operate a schoolwide or a targeted assistance program is *which strategy provides the greatest likelihood of improving the achievement of its students with the greatest needs.* Properly implemented, schoolwide programs enable Title I schools with high concentrations of poverty to improve the achievement of their lowest-performing students by *redesigning their total educational program* rather than merely adding services for students identified as especially at-risk.

The original schoolwide concept (which was first included in the law in 1978) drew on "effective schools" research that pointed to the value of implementing *comprehensive improvement strategies throughout an entire school as a way of improving outcomes for individual students.* Research findings since that time reinforce the fact that all children, including the lowest-performing children, in high-poverty communities can master challenging academic content and complex problem solving skills when resources, practices, and procedures are coordinated across an entire school.

The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make *significant, even radical, changes* in how they do business, and providing them with a comprehensive process for doing so. It is not a fiscal quick fix to plug budget holes. Nor is it a way to avoid helping only students who are low performers.

Note: If a school consolidates funds in a schoolwide environment, the schoolwide plan must document that it has met the intent and purposes of Title I. That is, there must be a mechanism to provide additional academic support to those students who need it and the school must implement the ten required components of all schoolwide programs.

SCHOOLWIDE PLANNING TEAM

Purpose: This planning team is responsible for creating a program that meets local, state, and federal requirements and community expectations. The team is responsible for designing and conducting the comprehensive needs assessment process, developing the schoolwide plan, and conducting the annual evaluation of the schoolwide plan.

Composition: The actual number of members on the full schoolwide planning team will vary, but a group of 12 or fewer is recommended. The team should reflect the demographics of the school and community. The team must include parents, instructional staff, non-instructional staff, administrators, students (secondary schools only), and community members. The team must include at least one participant from each stakeholder group. The team may include external technical assistance providers (e.g., institutions of higher education, consultants).

Note: Parents and community members must be independent of the schools (i.e., may not be board members, school/district employees).

Transitioning to a Schoolwide Program is a multi-step process that occurs over a one year period. The steps involved are:

1. Submit the 2017-2018 Intent to Operate a Schoolwide Program Form
2. Determine readiness based on the eligibility criteria above and form a planning team
3. Conduct a Comprehensive Needs Assessment
4. Conduct the Inquiry Process: clarify needs and find scientifically based research strategies
5. Set goals and determine student assessments
6. Design the Schoolwide Program and create the Written Plan
7. Determine the on-going mechanisms to monitor the Schoolwide Plan
8. District review and approval of the Schoolwide Plan

Resources
www.nj.gov/education/title1/program/
- *2017-2018 Application to Operate a Schoolwide Program*
- Title I Schoolwide Plan Template
- Title I Schoolwide Plan Instructions
- USDE Guidance "*Designing Schoolwide Programs*"

TIMELINE FOR TRANSITIONING TO A SCHOOLWIDE PROGRAM IN 2017-2018

September 2016
- Identify Schoolwide Planning Team Members.

October 2016
- Convene first meeting of Schoolwide Planning Team Members (see sample agenda in Appendix A).
- Discuss the vision for school reform in terms of student success.
- Create a school profile to identify gaps between the present state of the school and where the school should be after reform.
- Submit *2017-2018 Intent to Operate a Title I Schoolwide Program* form to the NJDOE no later than Friday, December 2, 2016.
  (located at: http://www.state.nj.us/education/title1/program/schoolwide.shtml)

November 2016
- Collect quantitative and qualitative data in the following five areas of focus: student achievement, curriculum and instruction, professional development, family and community engagement, and school climate and culture.
- Attend mandatory technical assistance session (Thursday, December 8, 2016).
- Finalize the school's vision.

December 2016
- Begin analysis of quantitative and qualitative data using varied formats to identify 'root' causes, gaps, needs, and goals in the areas of student achievement, curriculum and instruction, professional development, family and community engagement, and school climate and culture.

January 2017
- Convene second meeting of Schoolwide Planning Team (see sample agenda). Continue data analysis to understand and agree upon the strengths and needs identified by the data.

February 2017
- Summarize the collected data, conclusions that were drawn, and the needs that emerged in the five areas of focus.

March 2017
  Review summary of collected data, conclusions that were drawn, and the needs that emerged in the five areas of focus.

April 2017
- Convene third meeting of Schoolwide Planning Team (see sample agenda).
- Submit documentation of Schoolwide Planning Team's efforts (stakeholder engagement) to the NJDOE.
- Finalize comprehensive needs assessment process and share findings with all stakeholders.
- Continue drafting 2017-2018 Schoolwide Plan

May 2017
- Receive notification from NJDOE of schoolwide status for 2017-2018

June 2017
- Convene fourth meeting of Schoolwide Planning Team (see sample agenda).
- Submit final 2017-2018 Schoolwide Plan.

Appendix A

Sample Agenda for Planning Team Meetings

I. **Focus:**
- Provide General Information on Schoolwide Programs
- Clarify the Roles and Responsibilities of the Schoolwide Planning Team
- Clarify and Develop the School's Vision
- Prepare and submit *2017-2018 Intent to Operate a Schoolwide Program* form to NJDOE

II. **Guiding Questions for Providing General Information on Schoolwide Programs**
- What is a schoolwide program?
- How does a schoolwide differ from a targeted assistance program?
- How would our school benefit from a schoolwide program?

III. **Guiding Questions for Clarifying Roles and Responsibilities of the Planning Team**
- Do any school-level planning teams currently exist?
- How will members be recruited?
- Do we have members from each required constituent group on the team?
- Which members will organize/oversee needs assessment process?
- Which members will lead the development of the schoolwide plan?
- Which members will conduct/oversee schoolwide program evaluation?

IV. **Clarifying the School's Vision**
- What is our purpose?
- What are our expectations for ALL students?
- What are the responsibilities of ALL adults working in the school?
- How important are collaboration and partnership in the comprehensive needs assessment process?
- How is school staff committed to continuous improvement?

V. Create the School Profile
- What is the school's present state regarding: student achievement; curriculum and instruction; professional development; family and community engagement; and school climate and culture?

I. **Focus:**
- Conducting the Comprehensive Needs Assessment (CNA)
- Analyzing CNA Data

II. **Guiding Questions for Conducting the CNA**
- What is the purpose of the CNA?
- How will the CNA help the school reach its vision?
- What areas should the school assess?
  - Student achievement
  - Professional development
  - School climate and culture
  - Family/Community Needs
  - Curriculum and Instruction
- What type of data does the school need to assess:
  - Student achievement of all students and student subgroups (e.g., English language learners, homeless students, migrant students, students with disabilities, economically disadvantaged students, racial/ethnic groups)?
    - State and local assessment data
    - Grades
    - Benchmark assessment results
    - College and career readiness measures
  - Professional development?
    - Staff certification/years of experience
    - Surveys
    - Walkthroughs
    - District and school professional development plan
  - School climate and culture?
    - Student demographics
    - Disciplinary data (e.g., suspensions)
    - Attendance data
    - Surveys (students, staff, families)
    - School plans, vision, mission
  - Family and community engagement?
    - Surveys
    - Community partnerships
    - Parent groups (e.g., PTA)

- o Curriculum and Instruction?
    - inventory of instructional supplies/materials
    - current curriculum
- What data currently exists?
- What data do we need to collect?
- Do we have both qualitative and quantitative data?
- Do we have multiple sets of data for each area being assessed?
- Do we need to design data collection instruments (e.g., surveys)?

III. **Guiding Questions for Analyzing the CNA Data. . .**
- Based on the CNA data, what are the school's strengths and challenges? Which challenges are the most critical?
- Does the student achievement data align with our school's vision?
- What gaps in student achievement have we identified?
- What gaps in professional capacity of staff have we identified?
- Have we identified 'root' causes for all priority problems?
- Have we disaggregated and triangulated the data?
- What needs/areas should we elevate to priority status?

I. **Focus**
   - Finalizing CNA process
   - Identifying scientifically researched-based strategies to address identified needs
   - Developing the Schoolwide Plan
   - Developing the Evaluation Plan
   - Submitting Stakeholder Engagement Documentation to the NJDOE

II. **Guiding Questions for Finalizing CNA Process:**
   - Does the CNA connect the school's strengths and challenges to specific priorities for addressing student achievement?
   - What additional sources of data need to be collected? Who will be responsible?
   - Have we identified and summarized the priority needs for student achievement?
   - How will the identified priority needs be reflected in the schoolwide plan?
   - How will we disseminate the results of the comprehensive needs assessment?
   - Have we identified all relevant stakeholders, including stakeholders outside the planning team, to whom we will disseminate the information?

III. **Guiding Questions for Submitting stakeholder engagement documentation to the NJDOE**
   - Do we have minutes, agendas and attendance records for each schoolwide planning team meeting?
   - Do the attendance records reflect the involvement of representatives from all stakeholder groups?
   - Do the minutes reflect thoughtful discussions on each of the three basic requirements for schoolwide programs (comprehensive needs assessment, schoolwide plan development and schoolwide plan evaluation)?

IV. **Guiding Questions for Identifying scientifically based research interventions**
   - What academic supports do our low-performing students need?
   - What non-academic supports do our low-performing students need?
   - What programs/services do our students' families need to help them work at home to improve their child's academic achievement levels?
   - What professional development does our staff need to build their capacity to address the needs of our students?
   - Are there external technical assistance providers/consultants/contractors that can help us address the needs of our students? Staff? Families? Community?

- Is there any research to substantiate the effectiveness of the supports we want to provide our students?
- Is there any research to substantiate the effectiveness of the programs/services/activities we want to provide for our families and community?
- Was the research conducted with a population similar to our students? Staff? Families? Community?

V. **Guiding Questions for Developing the Schoolwide Plan**
- What has to be written for inclusion in the plan?
    - Summary of comprehensive needs assessment process and outcomes
    - Description of how the team selected scientifically researched-based strategies to address identified needs
    - Description of how the team selected priority problems?
    - Action steps for priority problems

VI. **Developing the Evaluation Plan:**
- What is the purpose of the evaluation?
- Who should conduct the evaluation? The planning team? Central office staff? Third-party?
- How often will we collect data to evaluate the effectiveness of the plan?
- What type of data will we collect to evaluate the effectiveness of the plan's implementation?
- What type of data will we collect to measure the plan's impact on the academic outcomes of the lowest achieving students as well as all students?
- How will we determine which programs/services/activities to continue or to discontinue implementing?

I. **Focus:**
- Finalizing the Schoolwide Plan
- Finalizing the Evaluation Plan
- Submitting the Schoolwide Plan to the NJDOE

II. **Guiding Questions for Finalizing the Schoolwide Plan:**
- Does our plan address/describe/explain the following required components:
    1) Comprehensive need assessment?
    2) Reform strategies (including citation for scientifically based research to validate the strategies' effectiveness)?
    3) Instruction by Highly Qualified / Highly Effective Teachers?
    4) Strategies to recruit and retain highly qualified teachers?
    5) Professional development to address the needs of students and staff?
    6) Strategies to increase family and community engagement?
    7) Strategies for transition from preschool to elementary school, elementary school to middle school and/or middle school to high school?
    8) Strategies to include teachers in decision making around assessment results?
    9) Activities, programs and/or services to provide assistance to students experiencing academic difficulty?
    10) Coordination of federal, state and local services/programs to support implementation of the schoolwide plan?

III. **Guiding Questions for Finalizing the Evaluation Plan:**
- Does our plan have enough detail (e.g., who will conduct evaluation, timeline for evaluation, responsible persons, data to be collected, process for evaluating data, public reporting on evaluation plan)?

IV. **Guiding Questions for Submitting the Schoolwide Plan:**
- What is the deadline for submission of the district's *ESEA-NCLB* application in the NJDOE's Electronic Web-Enabled Grant system (EWEG)?
- Who in the district's central office needs to review our plan for submission via the EWEG system?
- What is the district's internal deadline for submission of the plan for review?