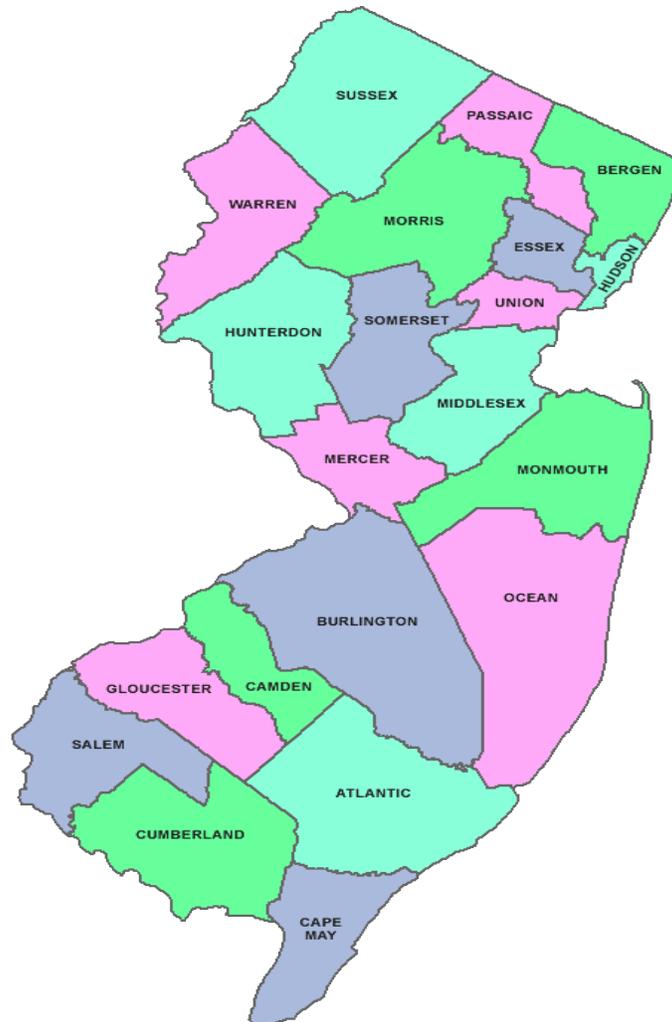


New Jersey Department of Education



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, meet or exceed State academic achievement standards. A schoolwide program has three (3) core elements: the comprehensive needs assessment; the comprehensive annual plan; and the annual evaluation of the schoolwide program. 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 the identified needs;
- Create a comprehensive plan; and
- Conduct an annual evaluation of the effectiveness of the implemented evidence-based interventions as outlined in the Annual School Plan (ASP), 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% [ESEA §1114\(a\)\(1\)\(A\)](#).
- [ESEA §1114\(a\)\(1\)\(B\)](#) – Poverty Percentage Exception: (Schools with poverty rates below 40% must be approved through the State Educational Agency waiver application process).
- 100% of instructional paraprofessionals must meet the requirements in [34 CFR 200.58](#).
- The school must demonstrate that it provides additional learning opportunities for its low-performing students (e.g., small group interventions in addition to core instruction and extended learning).

- The school must implement a planning year during which school administration establishes 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 approval from the New Jersey Department of Education (NJDOE) to operate a Title I schoolwide program for the subsequent school year.
- The school must participate in the NJDOE's Annual School Planning (ASP) process to develop and submit its Annual School Plan (ASP).

Should My School Become Schoolwide?

The primary consideration for a high-poverty school when considering whether to operate a schoolwide is *how will this program model provide a greater 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 academically 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.

Please Note: If a school consolidates (blends) funds in a schoolwide environment, the Annual School Plan (ASP) must document that it has met the intent and purposes of the Title I, Part A legislation. That is, there must be a mechanism to provide additional academic support to those students who need it and the school must implement the required components of a schoolwide program.

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 Annual School Plan (ASP), and conducting the annual evaluation of the Annual School Plan (ASP).

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. [An individual member should not represent more than one stakeholder group.] The team may include external technical assistance providers (e.g., institutions of higher education, consultants).

Please 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 on an ongoing basis throughout the school year. The steps involved are:

1. Determine readiness based on the eligibility criteria above and form a planning team (summer-fall);
2. Conduct a Comprehensive Needs Assessment, which includes identifying, collecting, and analyzing data, conducting root cause analysis, and identifying specific needs for the school (summer-fall);
3. Submit the Schoolwide Waiver Application (schools with poverty rates below 40%) (fall), if applicable;
4. Clarify needs, establish goals, and identify applicable evidence-based strategies (fall-early winter);
5. Submit the Application of Intent to Operate a Schoolwide Program early-winter);
6. Determine and establish the on-going mechanisms to evaluate the Annual School Plan (ASP) (early winter);
7. Complete the Annual School Plan (ASP)(spring); and
8. Submit the Annual School Plan (ASP) upon review and approval by district administration (spring).

Timeline for Transitioning to a Schoolwide Program

Summer – Fall

- Identify Schoolwide Planning Team Members.
- 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 existing state of the school versus the state of the school after implementation of identified evidence-based reform strategies.
- 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.
- Finalize the school's vision.

Early – Mid Fall

- 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.
- Submit Schoolwide Waiver Application (schools with poverty rates below 40%).
- Receive notification from the NJDOE regarding status of schoolwide application waiver.

Late Fall – Mid Winter

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

Late Winter – Early Spring

- Convene third meeting of Schoolwide Planning Team (see sample agenda).
- Submit *the [Application of Intent to Operate a Title I Schoolwide Program](#)* application to the NJDOE by the stated deadline.
- Finalize comprehensive needs assessment process and share findings with all stakeholders.
- Receive notification from NJDOE of schoolwide status for the upcoming school year.
- Participate in webinar from the NJDOE on guidance for completion of the Annual School Plan (ASP).
- Begin drafting the Annual School Plan (ASP).

Mid – Late Spring

- Convene fourth meeting of Schoolwide Planning Team (see sample agenda).

Late Spring

- Submit final Annual School Plan via ASPS link in NJ Homeroom [New Jersey Homeroom](#).

Appendix A

Sample Agenda for Planning Team Meetings

The following agenda are presented as guides when developing each school's individual meeting agenda and discussion points.

Schoolwide Planning Team Meeting #1

Sample Agenda and Guiding Questions

- I. **Focus:**
 - Provide General Information on Schoolwide Programs.
 - Clarify the Roles and Responsibilities of the Schoolwide Planning Team.
 - Ensure Schoolwide Planning Team members understand the School's Vision.
- 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 at least one (1) member from each required constituent group on the team?
 - Which members will organize/oversee comprehensive needs assessment process?
 - Which members will lead the development of the Annual School 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?

Schoolwide Planning Team Meeting #2

Sample Agenda and Guiding Questions

I. Focus:

- Conducting the Comprehensive Needs Assessment (CNA)
- Identifying, Collecting, and Analyzing CNA Data

II. Guiding Questions for Conducting the Comprehensive Needs Assessment (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
 - Parent/Family/Community Needs
 - Curriculum and Instruction
- What types of data currently collected by the school need to be analyzed?
 - Student achievement of all students and student subgroups (e.g., English language learners, homeless students, migrant students, foster care students, students with disabilities, economically disadvantaged students, racial/ethnic groups)?
 - State and local assessment data
 - Grades
 - Universal screening benchmark assessment results
 - Teacher generated assessment results
 - College and career readiness measures
 - Growth
 - 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, office conduct referrals, etc.)
 - Attendance data
 - Surveys (students, staff, families)
 - School plans, vision, mission
 - Parent and Family Engagement?

- Surveys
- Community partnerships
- Parent groups (e.g., PTA)
- Curriculum and Instruction?
 - Inventory of instructional supplies/materials
 - Current curriculum
 - Instructional strategies and evidence-based interventions
- What data currently exist?
- 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 Comprehensive Needs Assessment (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 identified needs?
- Have we disaggregated and triangulated the data?
- What needs/areas should we elevate to priority status?

Sample Agenda and Guiding Questions

I. Focus:

- Finalizing Comprehensive Needs Assessment (CNA) process.
- Identifying evidenced-based interventions/strategies to address identified needs.
- Developing the Annual School Plan (ASP).
- Developing the methods by which the schoolwide planning team will annual evaluate the effectiveness of the implemented evidence-based interventions as articulated in the ASP.
- Prepare and submit an “Intent to Operate a Schoolwide Program” form to NJDOE.
- Uploading Stakeholder Engagement Documentation in the ASP.

II. Guiding Questions for Finalizing Comprehensive Needs Assessment (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 ASP?
- 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 Identifying evidence-based interventions:

- What academic supports are needed by our low-performing students?
- What non-academic supports are needed by our low-performing students?
- What programs/services do our students’ parents/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? Parents/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 parents/families and community?
- Was the research conducted with a population like our students? Staff? Parents/Families? Community?

IV. Guiding Questions for Developing the Annual School Plan (ASP):

- What must be written for inclusion in the ASP?
 - Summary of comprehensive needs assessment process and outcomes.
 - Description of how the team selected evidence-based interventions/strategies to address identified needs.
 - Description of how the team selected specific needs to be addressed,
 - Action steps to address identified needs.
- Do we have minutes, agenda, 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, comprehensive annual plan development, and annual evaluation of schoolwide program)?

V. Developing the Annual Evaluation of the Effectiveness of the Annual School Plan (ASP):

- What is the purpose of the annual evaluation?
- Who should conduct the annual evaluation? The planning team? Central office staff? Third-party?
- How often will we collect data to evaluate the effectiveness of the ASP?
- What type of data will we collect to evaluate the effectiveness of the ASP's implementation?
- What type of data will we collect to measure the ASP's impact on the academic outcomes of the lowest achieving students, as well as all students?
- How will we determine which evidence-based interventions/strategies, programs, services, and/or activities to continue or discontinue to implement?

Schoolwide Planning Team Meeting #4

Sample Agenda and Guiding Questions

I. Focus:

- Finalizing the Annual School Plan (ASP).
- Finalizing the Annual Evaluation of the Effectiveness of the Annual School Plan (ASP).
- Submitting the Annual School Plan (ASP) to the NJDOE.

II. Guiding Questions for Finalizing the Annual School Plan (ASP):

- Does our ASP address/describe/explain the following required components:
 1. Comprehensive need assessment?
 2. Reform strategies/interventions (including citation for evidence-based research to validate the effectiveness of the strategies/interventions)?

3. Instruction by Highly Effective Teachers? Highly Qualified Instructional Paraprofessionals?
4. Strategies to recruit and retain highly effective teachers?
5. Professional development to address the needs of students and staff?
6. Strategies to increase parent and family 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. Evidence-based interventions/strategies, activities, programs, and/or services to aid students experiencing academic difficulty?
10. Coordination of federal, state, and local services/programs to support implementation of the ASP?

III. Guiding Questions for Finalizing the Annual Evaluation of the Effectiveness of the Annual School Plan (ASP):

- 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)?

IV. Guiding Questions for Submitting the Annual School Plan (ASP):

- What is the deadline for submission of the district's *ESEA* 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 ASP link on the New Jersey Homeroom system [New Jersey Homeroom](#)?
- What is the district's internal deadline for completion of the annual evaluation of the ASP?