



Requirements and Implementation of a Title I Schoolwide Program

**Virginia Department of Education
Office of Program Administration and Accountability**

**Virginia Association of Federal Education Program
Administration (VAFEPA)**

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Difference between Title I, Part A, Targeted Assistance Program and Title I, Part A, Schoolwide Program

- Title I targeted assistance programs only provide educational services to identified individual students based on their educational needs.
- 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. Schoolwide programs maximize the impact of Title I.

What Is a Title I Schoolwide School?

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.





What Is a Title I Schoolwide School? (continued)

What requirements must a school meet to be eligible to operate a schoolwide program?

In general, a Title I school may operate as a schoolwide program only if a minimum of **40 percent** of the students in the school, or residing in the attendance area served by the school, are from **low-income families**.



What Is a Title I Schoolwide School? (continued)

The schoolwide reform strategy requires that a school:

- 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.



What Is a Title I Schoolwide School? (continued)

Adopting this 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*.





What Is a Title I Schoolwide School? (continued)

These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.



What Is a Title I Schoolwide School? (continued)

Title I Schoolwide Schools reflect the following fundamental principles of Title I, as amended by the *No Child Left Behind Act of 2001* (NCLB):

- Accountability for results
- Research-based practices
- School and community engagement



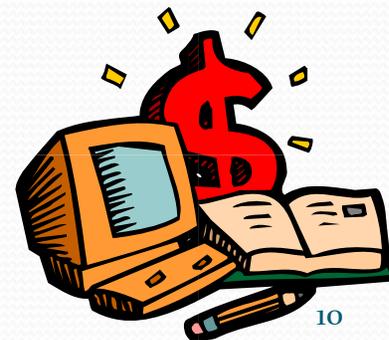
What Is a Title I Schoolwide School? (continued)

In general, schoolwide programs:

- Plan for comprehensive, long-term improvement;
- Serve all students with highly qualified teachers and paraprofessionals;
- Provide continuous learning for staff, parents, and the community;
- Use research-based practices to develop and implement enriched instruction for all students;
- Use inclusive approaches to strengthen the school's organizational structure;
- Consolidate resources to achieve program goals; and
- Engage in continuous self-assessment and improvement.

Funds in a Title I Schoolwide Program

- Section 1114 of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA) authorizes eligible schools to consolidate Title I funds, along with other federal, state and local funds to operate schoolwide programs.
- During the planning process all federal, state, and local funds within the school are reviewed to determine how the entire school can benefit from all funds to enhance academic achievement of all students in a schoolwide program.





Funds in a Title I Schoolwide Program (continued)

- A school must use its Title I, Part A, funds to address the specific educational needs identified in the needs assessment and articulated in the comprehensive schoolwide plan.
- All children in the school may participate in activities funded with Title I, Part A, funds (consistent with the school's comprehensive schoolwide program plan), and the school does not need to demonstrate that those activities are supplemental to ones that would otherwise be provided by the school.



Funds in a Title I Schoolwide Program (continued)

- Use of Title I, Part A, funds in this situation would be governed by the cost principles in OMB Circular A-87.
- Because Title I, Part A, funds are not consolidated with other federal, state, and local funds, the school and LEA must account for and track Title I, Part A, funds separately, identifying the activities supported by Part A funds.



Funds in a Title I Schoolwide Program

(continued)

- An LEA must ensure that such a school meets the **supplement not supplant** requirement as it relates to a schoolwide program so that each school receives all the state and local funds it would otherwise receive to operate its regular educational program for all children in the absence of Title I, Part A, or other federal education funds.

What Are the Three Core Elements of a Title I Schoolwide School?

1. A school operating a schoolwide program must conduct a **comprehensive needs assessment** that identifies the school's **strengths and challenges** in key areas that affect student achievement.





What Are the Three Core Elements of a Title I Schoolwide School?

2. The school must develop a **comprehensive** schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The schoolwide plan must:

- Identify **reform strategies, aligned with the needs assessment**, that are **research-based** and provide opportunities for all children to meet the state's proficient or advanced levels of academic achievement;



What Are the Three Core Elements of a Title I Schoolwide School? (Continued)

- Identify measures to **include teachers in decisions** regarding the use of academic assessments;
- Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
- **Coordinate and integrate** federal, state and local services and programs.



What Are the Three Core Elements of a Title I Schoolwide School? (Continued)

3. The school must **evaluate annually** the outcomes and the plan's implementation to determine:
- whether the academic achievement of all students, and particularly low-achieving students, improved,
 - whether the goals and objectives contained in the plan were achieved, and
 - if the plan is still appropriate as written.



What Must be Included in the Comprehensive Plan?

The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The schoolwide plan must:

1. **Identify reform strategies**, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the state's proficient or advanced levels of academic achievement;



What Must be Included in the Comprehensive Plan? (continued)

2. Provide instruction by **highly qualified teachers**;
3. Offer **high-quality, ongoing** professional development;
4. Create strategies to **attract highly qualified teachers**;
5. Create strategies to **increase parental involvement**;



What Must be Included in the Comprehensive Plan? (continued)

6. Develop plans to assist **preschool students** through the **transition** from early childhood programs to local elementary school programs;
7. Identify measures to **include teachers in decisions** regarding the use of academic assessments;
8. Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance;



What Must be Included in the Comprehensive Plan? (continued)

9. Coordinate and integrate federal, state and local services and programs; and

10. Additionally, the school plan must document that it has **met the intent and purposes of each program** whose funds are consolidated if it chooses to consolidate funds from Title I, Part A, and other federal education program funds and resources without maintaining separate fiscal accounting records by program, or meeting most statutory requirements of those programs.



Additional Considerations

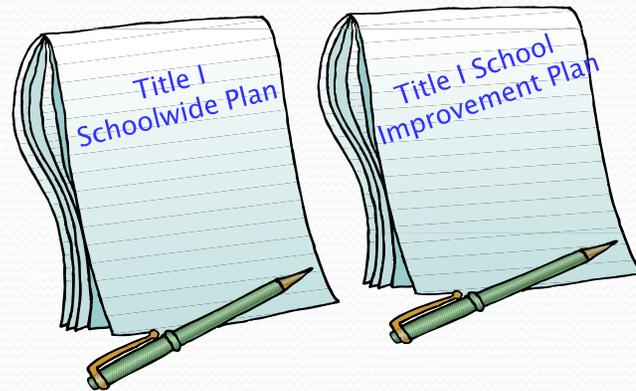
- The Comprehensive plan should include **what your school has done** to move to schoolwide status as well as **what your school plans to change for the next year.**
- Becoming a schoolwide school may have “unintended consequences”:
 - It is required that **all teachers of core academic subjects and instructional paraprofessionals** (employees of a LEA who provide instructional support) in a schoolwide program school be **highly qualified.**

Additional Considerations(continued)

- A school wishing to operate a schoolwide program must undertake a specified year-long planning process.
- However, an exception to this general rule can be made if the school's LEA determines, after considering the recommendation of state-supported technical assistance providers, that the school needs less time to develop and implement its schoolwide program.

One Plan...

A schoolwide program plan and the Title I school improvement plan, if applicable, may be combined into one document, providing the requirements of both plans are included.



Steps in the Planning Process

- Establish a Schoolwide Planning Team
- Clarify the Vision for Reform
- Create the School Profile
- Identify Data Sources
- Analyze Data





Steps in the Planning Process (continued)

- Conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students.
- Experts suggest that schools **prioritize their major issues** and address no more than three of the most important in the first year.
- The planning team might create a chart similar to the one below to organize their needs assessment findings and proposed solutions in each of the profile focus areas.

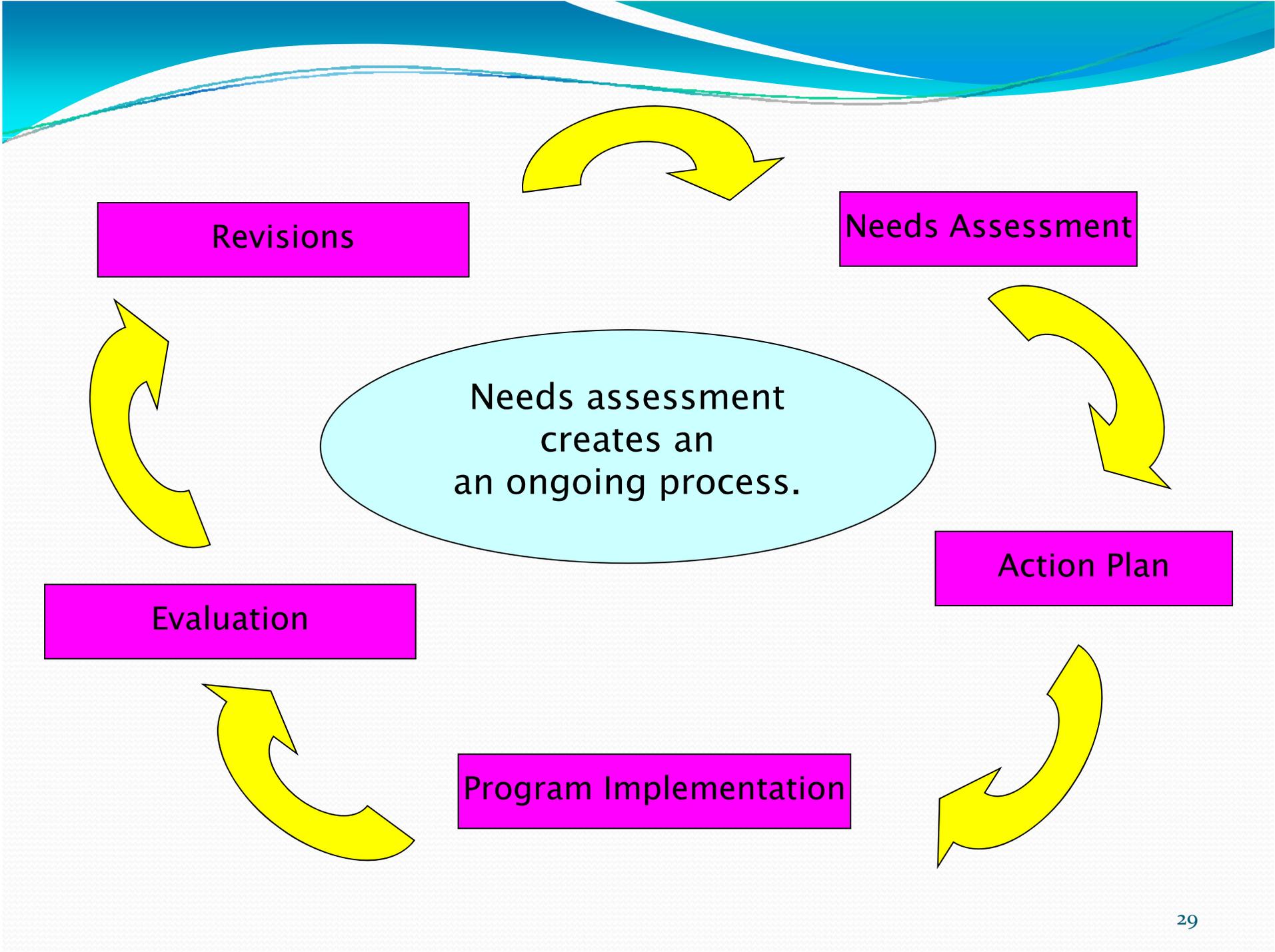
Below is an example of a chart that the planning team might use to organize their needs assessment finding and proposed solution.

Profile Focus Area – Curriculum and Instruction	
Summary of problem: Low reading achievement in grades 1 through 5	
Problem/Need Reading curriculum is not coordinated across grade levels.	Possible Actions <ul style="list-style-type: none"> • Adopt a research-based program that supports consistency across grade levels. • Revise curriculum guidelines to increase program consistency. • Provide uniform professional development across grade levels. • Select and purchase new instructional materials that are based on scientifically based research and aligned with State standards and assessments.
Problem/Need There is a persistent achievement gap between the academic performance of minority and non-minority students in reading.	Possible Actions <ul style="list-style-type: none"> • Further disaggregate test data to determine specific skill deficits and re-teach those areas. • Examine instructional materials to determine if they are appropriate for the lowest-performing students. • Establish a performance plan that specifies skill mastery and timelines for completion. • Provide additional instructional assistance during the school day and after school as appropriate.

Steps in the Planning Process (continued)

- Set Measurable Goals
- Budget Issues
- Write the Plan
- Evaluation/Annual Review of Schoolwide Programs







Resources

Designing Schoolwide Programs, Non-Regulatory Guidance
March, 2006

<http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

No Child Left Behind of Act of 2001, Section 1114, Schoolwide
Schools

<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114>

Virginia Department of Education Resources

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml

- Board of Education
- News
- For Public Education Administrators
- For Students & Parents
- Education Directories
- Testing & Standards of Learning (SOL)
- Instruction
- Special Education
- Student & School Support
- Teaching in Virginia
- Federal Programs**
- Statistics & Reports
- Information Management
- School Finance

ON THIS PAGE: [VDOE Guidelines, Procedures, and Resources](#) [Professional Development](#)

Title I, Part A provides financial assistance through state educational agencies to school divisions and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and achievement standards.

School divisions target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

VDOE Guidelines, Procedures, and Resources

Adequate Yearly Progress (AYP)

- [Guidelines for Determining AYP of "Small n Schools"](#) (PDF)
- [Appeals of AYP Accountability Decisions](#) – Superintendent's Memo #183-11, July 8, 2011
- [AYP ratings for schools, school divisions & the commonwealth](#)

USED approves Virginia's Science Standards and Assessment

- [Virginia's Science Standards and Assessment Approval Letter](#) (PDF)

Title I Applications

- All ESEA/NCLB Title applications, the Local Consolidated Application, OMEGA video modules, and technical assistance documents can be found on the [Applications for Federal Funds](#) page.

School Improvement and Title I

- **Schoolwide Programs**
 - [Benefits of Becoming a Title I Schoolwide Program School. An LEA Resource](#) (PDF)
 - [Schoolwide Plan Peer Review Rating Rubric](#) (Word)
 - [Title I Schoolwide Program Schools and School Improvement: High Expectations for Parental Involvement](#) (PPT)
- **Title I School Improvement Resources**
 - [List of Title I Coordinators](#) (PDF)
 - [1003\(a\)](#)
 - [1003\(g\)](#)
 - [1003\(g\) FY 2008 School Improvement Allocations](#) (PDF)
- [Title I School Accountability Status](#)
- **Instructional Interventions to Satisfy Provisions in the Standards of Accreditation**
 - [Instructional Interventions That Have Proven to be Successful with Low Achieving Students](#) (PDF)
 - [Application for an English-Reading Instructional Intervention](#) (Word)
 - [Application for a Mathematics Instructional Intervention](#) (Word)

TITLE I: IMPROVING ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Part A: Improving Basic Programs Operated by Local Educational Agencies

Part B: Student Support and Academic Enrichment

Part C: Educating Children with Disabilities

Part D: Preventing School Failure for Children Who Are Not Meeting State Academic Standards

Part F: Comprehensive School Reform Demonstration

Part H: School Improvement

Resources:

Applications
Eligible Early Childhood Schools

You May Also Be Interested In

Accountability

Early Childhood

Phonological Awareness and Literacy Skills

Elementary School

Reading Fluency and Comprehension Development

School Improvement

Standards

U.S. Department of Education



Contact Information

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Title I Schoolwide Transition

Presented by:
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Who was included in the planning stage of becoming a Title I Schoolwide Program?

Planning, Meetings, and Discussion including:

- Title I Principal
- Advised group of Senior Staff's Resistance to Change
- Voiced Senior Staff Resistance
- Informational Meeting Offered with Planning Document and Benefits Sheet emailed



Who was included in the planning stage of becoming a Title I Schoolwide Program? (continued)

- Extended invitation to Senior Staff
- Provided Fact Sheet
- Given Approval to Meet with Principal's for Decision-Making



Who was included in the planning stage of becoming a Title I Schoolwide Program? (continued)

- Met with Title I Principals & Teachers
- Presented Programmatic Overview
- Decision Made Unanimously thanks to....

The Power of One!

- "It only takes one excited flea to irritate a whole dog!"
- *Unknown*





How Did LCPS Plan For Going Schoolwide?

- Examination of the Planning Documents indicated LCPS required even more information in the School Improvement Plans - SkoVision.
- Conversations with Virginia Department of Education
- Invited Down to DOE to Meet and Review Plans



How Did LCPS Plan For Going Schoolwide? (continued)

- January 13, 2010
- Met with Department Personal from Accountability & School Improvement.
- Two Principals Presented School Plans and Fielded Questions from the Department.
- Transition Plan Approved



The BONUS.....

School Improvement Office Will Permit LCPS SIP's to remain in SkoVision Due to Ongoing Timelines and Ability to Utilize the Plan as a Working Document.



Transitioning to a Schoolwide: Has It Made a Difference?

“It allows us more freedom to spend our funds in areas other than reading. We are able to reach a wider range of kids.”

Timothy Martino, Principal
Sully Elementary



Transitioning to a Schoolwide: Has It Made a Difference? (continued)

“Being school wide has allowed us more flexibility to co-teach and support all students and teachers in the classroom. Less paperwork = more time with students!”

Teresa Blondin & Jennifer Hess
Title I Teachers
Sugarland Elementary

Transitioning to a Schoolwide: Has It Made a Difference? (continued)

“We have been able to spend funds on programs, materials, etc. that benefit the whole school. We think teachers have a better understanding of Title I, and how being a Title I school is beneficial to everyone. Teachers have grown professionally from the professional development opportunities offered through Title I funds. Title I teachers also have more flexibility to work with any student, at any time.”

Patricia Waters & Alisa Velky
Title I Teachers
Sully Elementary

Transitioning to a Schoolwide: Has It Made a Difference? (continued)

“We are positively able to impact more students.”

David Stewart, Principal
Guilford Elementary



Guilford
ELEMENTARY SCHOOL



Transitioning to a Schoolwide: Has It Made a Difference? (continued)

“I get the feeling that parents are more comfortable. They view it as the whole school getting help, instead of their child being singled out or labeled. As a teacher, I am able to focus on planning activities and lessons for my students now, instead of the hours of paperwork under the targeted-assisted program.”

Carissa Stanziola, Title I Teacher
Rolling Ridge Elementary



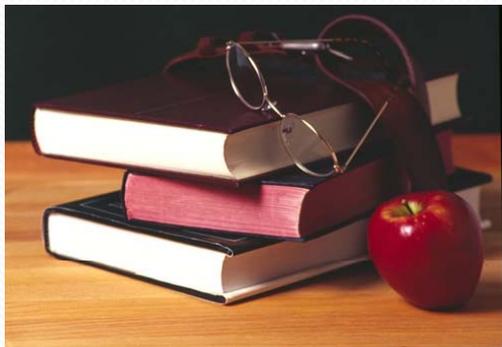
Rolling Ridge
ELEMENTARY SCHOOL

Transitioning to a Schoolwide: Has It Made a Difference? (continued)

- *“School wide assistance allowed our staff to take an integrated and collaborative approach to improving our reading performance. We were able to purchase materials to support non fictional reading instruction in social studies and science. Our Professional Development plan focused on learning the best instructional strategies for teaching the four core to second language students.....”*

Transitioning to a Schoolwide: Has It Made a Difference? (continued)

School wide assistance allowed us to make professional decisions across the curriculum which was more effective for an elementary school since we integrate concepts and skills when we teach. We rarely teach subject matter in isolation. Instead, we help students make connections with their learning.”



Angela Robinson, Principal
Sugarland Elementary



Unintended Consequences?

Supplement/Supplant Concerns

No Unintended Consequences Cited by Schools



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