

North Dakota Department of Public Instruction
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EFFECTIVE SCHOOLWIDE PROGRAMS

PRESENTED BY:
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PRESENTATION OVERVIEW

- What is a Schoolwide Program
- Benefits of Schoolwide Programs
- Program Requirements
- Guiding Principles and Practices
- Effective Schoolwide Programs
- Key Reminders for Schoolwide Programs
- Summary
- Questions

WHAT IS A SCHOOLWIDE PROGRAM?

- The model is designed to generate high levels of academic achievement in core academic areas for all students, especially for those not demonstrating proficiency.
- 40% poverty threshold qualifies schools for Schoolwide status.
- All students become Title I students.
- One-year planning required prior to implementation.
- Annual evaluation of program/plan effectiveness is required.

BENEFITS OF SCHOOLWIDE PROGRAMS

- Flexibility – serving all students, combining resources and programs, and redesigning the delivery of services.
- Coordination and Integration – integrates curriculum, instruction, and assessment.
- Accountability – clear and coordinated goals where all students are responsible for achieving the same high standards.
- Unified Goals – the Schoolwide planning process brings school, community, and families together to consider methods to improve the school and implement goals that focus on student achievement.

PROGRAM REQUIREMENTS

Ten Required Components

1. Comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by “highly qualified” staff
4. Quality, ongoing professional development
5. High-quality, highly qualified teachers
6. Increase parental involvement
7. Preschool transition
8. Making decisions about assessments
9. Effective, timely assistance
10. Coordination and integration of programs

GUIDING PRINCIPLES AND PRACTICES

- Redesign of building organizational structure
- Utilize a meaningful planning process with continual review and monitoring of teaching and learning
- Goals should be based on a clear focus and a shared vision by stakeholders
- Reform strategies to accommodate a variety of approaches which reflect high standards and expectations
- Effective school leadership which nurtures an instructional program conducive to student and teacher growth

GUIDING PRINCIPLES AND PRACTICES

- Ongoing, focused professional development based on the shared vision and identified student needs
- Alignment of curriculum, instruction, and assessment with standards
- Meet the needs of low performing students
- Sustain increased communication and feedback from families and community members
- Fidelity of implementation focused on comprehensive school reform

EFFECTIVE SCHOOLWIDE PROGRAMS

- Collaboration/professional development
- Recognize the needs of low performing students
- Prevention and early intervention
- Ongoing progress monitoring
- Parent involvement
- Program fidelity

COLLABORATION/PROFESSIONAL DEVELOPMENT

- Professional Learning Communities
 - Supportive and shared leadership
 - Collective creativity
 - Shared values and vision
 - Supportive conditions
 - Shared personal practice
- Schoolwide Planning Team/Study Groups
 - Establish a planning team that meets regularly
 - Comprehensive needs assessment
 - Scientifically-based research strategies
 - Setting goals
 - Ongoing evaluation
- Embedded Professional Development
 - Research-based
 - Collect data
 - Improve instructional practices/approaches
 - Evaluate classroom effectiveness
- Coaching
 - Instructional coaches
 - Leadership coaches

PREVENTION AND EARLY INTERVENTION

- SBR shows that effectiveness is proven by having tutors that are certified teachers providing instruction to students
- Less pull-out programs
- Reading First Model (90 minute reading block)
 - Use the chosen core reading program
 - Implement the core reading program with fidelity
 - Minimize interruptions
 - Interventions for at-risk students
 - Instructional levels
 - Supplemental materials

PREVENTION AND EARLY INTERVENTION

- Preschool Programs
 - Early reading and cognitive skills
 - Developmental skills
 - Appropriate research-based curriculum
 - Literacy
 - Assessment
- Extended Day Programs
 - Summer school
 - Before/after school
 - Focus on academics, recreation, and cultural skills

PROGRESS MONITORING

- RTI—Focus on identifying and addressing student's difficulties by using effective, efficient instruction leading to improved achievement
 - Data-based decision making
 - Universal screening
 - Tiered service delivery
 - Progress monitoring
 - Fidelity of implementation
- Annual Review
 - Review schoolwide plan annually
 - Academic achievement, goals/objectives, ten components, and changes to plan
 - Effective, timely assistance

PARENT INVOLVEMENT

Title I Requirements

- Compact
- Policy
- Informational meeting
- Evaluation
- Results of annual review
- Opportunities for training parents
- Six Types of Parental Involvement

PARENT INVOLVEMENT

Six Types of Parental Involvement

- **Parenting:** Helping all families establish a home environment to support children as students
- **Communicating:** Designing effective forms of school-to-home and home-to-school communication about school programs and children's progress
- **Volunteering:** Recruiting and organizing parental help and support
- **Learning at Home:** Providing information and ideas to families about how to help children at home with homework and other curriculum related activities
- **Decision Making:** Including parents in the school's decisions and developing parent leaders and representatives in the school
- **Collaborating with Community:** Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development

PROGRAM FIDELITY

Key Factors:

- Focus on comprehensive school reform model
 - Comprehensive school reform is only as effective as its implementation
- Principal's instructional leadership
- Professional development/training for staff
- Annual/ongoing review

KEY REMINDERS FOR SCHOOLWIDE PROGRAMS

- Although schools have the flexibility to use funds schoolwide, it is still required to meet the needs of the most at-risk students.
- A current schoolwide plan is essential. The schoolwide plan is the basis of what you can do and how you can spend your Title I funds.
- Effective schoolwide programming is hard work. Schoolwide programs are encouraged to have a Schoolwide Coordinator in place to ensure the plan is implemented and requirements are met.

SUMMARY

Ten Required Components

1. Comprehensive needs assessment
2. Schoolwide reform strategies
3. Highly qualified staff
4. Professional development
5. High-quality teachers
6. Increase parental involvement
7. Preschool transition
8. Decisions about assessment
9. Effective, timely assistance
10. Coordination of programs

Effective Schoolwide Programs

1. Collaboration and professional development
2. Recognize the needs of low performing students
3. Prevention and early intervention
4. Ongoing progress monitoring
5. Parent involvement
6. Program fidelity

QUESTIONS

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**2009 Title I/Special Education Fall Conference
Effective Schoolwide Program Resources
Stefanie Two Crow, Title I Assistant Director**

Professional Learning Communities-Professional learning communities focus on extending classroom practice into the community; bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning. For more information, visit www.sedl.org/change/issues/issues61.html

Schoolwide Planning Team/Study Groups-Instructional and special service staff come together and focus on student learning. The team displays a range of knowledge, resources, and experience in their discussions and research that impacts student achievement. For more information, visit www.dpi.state.nd.us/title1/profdev/studygroups.pdf

Instructional Coaches- Instructional coaches increase the instructional capacity of teachers so they can better incorporate literacy or math into their instruction. A coach is one who supports others in building their teaching skills, assists others in applying new knowledge, and provides ongoing professional development. For more information, visit www.dpi.state.nd.us/title1/coaches.shtm or www.dpi.state.nd.us/title1/targeted/general/facts/coach.pdf

Embedded Professional Development-Improving the quality of teaching through the use of research techniques. The researcher collects data regarding instructional strategies and methods in order to make improvements to instructional approaches. For more information, visit www.dpi.state.nd.us/title1/schlwide/embprof.pdf

Reading First Model-Reading First is an ambitious national initiative to ensure that all students know how to read well by the end of third grade. The program is designed to select, implement, and provide professional development for teachers using scientifically-based reading programs; to implement effective methods and instructional strategies in the classroom based on scientifically-based reading research; and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based instructional assessments. For more information, visit www.dpi.state.nd.us/title1/reading/index.shtm.

Preschool Program-A Title I preschool program is a program of educational services for students who are below the age at which the school provides elementary education. A Title I preschool program must be focused on raising the academic achievement of students once they reach school. For more information, visit www.dpi.state.nd.us/title1/earlychild/index.shtm

Other Early Childhood Programs

- Home Visits/Instructional Packet – During the regular school year schools can do home visits or provide instructional packets to at-risk preschool children.
- Kindergarten Jump Start Programming – Schools can offer an academic-rich program during the summer for those students who will be attending kindergarten in the fall to “jump start” them into school.

Extended Day Programs-Time after school is prime time for the implementation of programs to complement, enhance, and enrich what happens during the regular school day. Effective extended school day and after-school programs must address three developmental needs for the students; academic, recreational, and cultural.

- Title I After School Programs – Providing a Title I paid after school program is an opportune way to utilize the additional funds without hiring additional permanent staff. Schools can use existing staff to work in the after school program. The staff do not need to hold a Title I credential. Many schools are implementing Title I after school programs in an effort to meet the NCLB goals. Any school offering a Title I after school program should download and review the following two documents:
 - ✓ Guidance on Operating a Title I After School Program in a Targeted Assistance School
 - ✓ Question & Answer Sheet on Operating a Title I After School Program

These two documents, in addition to a number of other resources on after school programming, are available at

www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm on the Title I website.

Districts who receive 21st Century after school funds are still encouraged to use Title I funds to support or add to that program. You can hire additional teachers to work in the 21st Century program that target at-risk students to provide them with additional instruction to help them achieve.

- Title I Summer School Programs – Providing a Title I paid summer school program is again an opportune way to utilize the additional funds without hiring additional permanent staff. Schools can use existing staff to work in the summer school program. The staff do not need to hold a Title I credential. Many schools are implementing Title I summer school programs in an effort to meet the NCLB goals. Any school offering a Title I summer school program should download and review the following document:
 - ✓ Guidance on Operating a Title I Summer School Program in a Targeted Assistance School

This document, in addition to a number of other resources on summer school programming, is available on the Title I website at

www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm.

Response to Intervention (RTI)-RTI refers to a comprehensive student-centered assessment and intervention concept that has generated several models used in schools. RTI models focus on identifying and addressing student's difficulties by using effective, efficient instruction leading to improved achievement. For a sample of how a typical RTI model looks, refer to additional handouts on the Title I website at www.dpi.state.nd.us/title1/response.shtm.

Annual Review-The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. The results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should modify its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels. For annual review requirements and a sample format, refer to the Title I website at www.dpi.state.nd.us/title1/springwkshp/swreview.pdf.

Parent Involvement-Research provides evidence that parents are an important influence in helping their children achieve high academic standards. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels. When parents are involved in education, children do better in school and schools improve. To view the Title I parental involvement requirements, go to www.dpi.state.nd.us/title1/targeted/require/parent/require.pdf.


Fast Facts-The Title I office provides information regarding effective schoolwide programs by posting guidance to schools outlining key issues and reminders for schoolwide program implementation and uses of funds. To view all Fast Facts, go to www.dpi.state.nd.us/title1/schlwide/fastfacts.shtm.

What does an exemplary schoolwide program look like?



Getting by . . .

Great!

Use of Data	Use of Data
<ul style="list-style-type: none"> ■ The school conducts surveys of parents, teachers, and students every 2-3 years. ■ The school reviews its ND State Assessment data once a year. 	<ul style="list-style-type: none"> ■ The school collects four types of data— perception data, student achievement data, demographic data, and program data—and analyzes all four on a regular basis. Data is cross-referenced to identify core problem areas and focus the school improvement plan.
<ul style="list-style-type: none"> ■ Using the two sources of data above (and maybe one or two other sources of student achievement data), the school periodically reviews the schoolwide plan and may make minor changes. 	<ul style="list-style-type: none"> ■ Together as a staff, student achievement and other data are reviewed on a regular basis. ■ Data guides all school improvement decisions and school improvement plans are regularly revised based on this data.
Parent Involvement	Parent Involvement
<ul style="list-style-type: none"> ■ The school has all required Title I components for parent involvement: <ul style="list-style-type: none"> -Policy -Compact -Informational meeting -Sending information home -Evaluation of parent involvement -Parent's right to know 	<ul style="list-style-type: none"> ■ Increasing levels of parent involvement is a priority of the schoolwide plan. The school has developed systems of two-way communication between the school and home. ■ The required parent involvement components are effective parts of the schoolwide plan, not simply stagnant documents mailed out to parents once a year. ■ Providing education opportunities for parents is a key part of the schoolwide plan. ■ For every schoolwide goal, there is an aligned parent involvement component.
<ul style="list-style-type: none"> ■ The school communicates with parents mainly through a school newsletter or other type of mailing. 	<ul style="list-style-type: none"> ■ Face-to-face communication occurs regularly with bi-monthly parent meetings, parent trainings, and other schoolwide committee meetings on which parents are represented.

Getting by . . .

Leadership

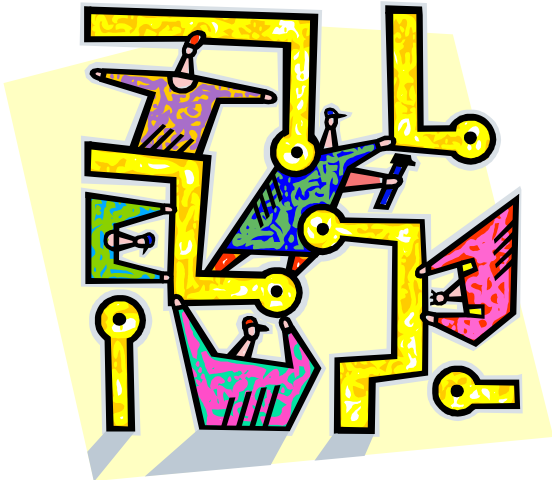
- The former Title I teacher and the administrator wrote the schoolwide plan. Once or twice a year, they update staff on the goals of the schoolwide plan at a school meeting.

- Teachers are asked to come to a schoolwide meeting once or twice a year.



Professional Development

- One or two on-site workshops are held once a year. The topics of the workshop always have some relationship to a schoolwide goal.



Great!

Leadership

- The principal is the clear leader of the schoolwide plan. The principal leads the school's analysis of data, the identification of goals, and the movement toward identifying and implementing instructional strategies for improvement.



- All teachers participate in all phases of schoolwide planning— most specifically, data analysis and instructional improvement strategies.
- Each teacher can explain what strategies they use in their classroom to meet the needs of disadvantaged students.
- People in all positions at the school are respected and listened to. The leaders are open to new ideas and suggestions.

Professional Development

- All professional development efforts take place at the school level.
- At least some professional development takes place during the regular school day.
- Study groups aimed at improving instruction to help all students reach the state's high academic standards are the heart and soul of the schoolwide plan.
- Study groups meet at least bi-weekly. All staff participates in study groups.
- Workshops and conferences are only utilized by staff as a way to gather information on a topic for further study at the school level.
- The school staff and school board are committed to finding time and other resources for professional development.

Getting by. . .

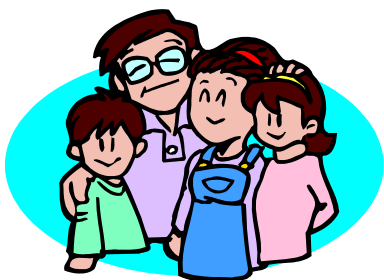
Great!

Reform Strategies	Reform Strategies
<ul style="list-style-type: none">■ The school has an after school tutorial program for struggling students. 	<ul style="list-style-type: none">■ The school has a schoolwide after school program. All children are invited to participate. The focus of the program is academic in nature, and specific staff are hired to make sure the program is rigorous, that it complements the instruction and curriculum delivered during the regular school day, that it aligns to standards, and that struggling children are given the help they need. The after school staff participates in all schoolwide professional development, participates on curriculum committees, and meets at least once a week with regular classroom teachers.
<ul style="list-style-type: none">■ The staff has aligned all of the school's curriculum to the North Dakota state standards.	<ul style="list-style-type: none">■ Implementing standards has changed instruction. Teachers now focus on using instructional strategies that help ALL children in the class reach high standards.■ Instruction is focused on high expectations for all students.
<ul style="list-style-type: none">■ The school has a gifted and talented program.	<ul style="list-style-type: none">■ All staff use instructional strategies that are based on scientifically-based reading research and require students to use higher-order thinking skills like the application of knowledge, manipulation of ideas, and hypothesizing to solve real-world problems.
<ul style="list-style-type: none">■ The textbook guides most instruction. 	<ul style="list-style-type: none">■ Depth of student knowledge is emphasized over breadth.■ Staff work together to design the curriculum based on standards and standards-based instruction. The textbook is one of many tools used to implement the curriculum.■ Standards and assessments aligned to standards guide student instruction.

Getting by. . .

Preschool Transitioning

- The kindergarten classroom hosts an Open House once each school year for preschool children and parents.



Timely Assistance for Students Experiencing Difficulty

- The school continues to offer a look-alike Title I program. Struggling students may receive help from the "Title I teacher" at any time.
- The school also has a Building Level Support Team.

High Quality, Highly Qualified Teachers

- The school is making efforts to have all staff "highly qualified" as defined by "No Child Left Behind".

Great!

Preschool Transitioning

- Recognizing that preparing students for kindergarten and first grade will make a huge difference in student achievement, the school has implemented a full day kindergarten program.
- The school invites all preschool program teachers and all interested day care center personnel to participate in study groups on early childhood instruction and prereading skills.
- All preschool teachers and day care centers as well as parents, receive a list of skills that students should have as they enter kindergarten.

Timely Assistance for Students Experiencing Difficulty

- The school has made addressing the needs of educationally disadvantaged students in the classroom a priority. All members of the school staff are becoming more knowledgeable in this area.
- Schoolwide, ongoing assessment takes place on a regular basis. All staff members receive assessment information and use this to guide instruction.
- Students who continue to experience difficulty are identified for extra programming before or after school.

High Quality, Highly Qualified Teachers

- In addition to meeting the content area requirements of NCLB, the school recognizes the importance of pedagogy in its own definition of highly qualified. All teachers are required to further their study of improving teacher pedagogy, mostly by working with other teachers at the school through high quality professional development.

Getting by . . .

Attracting and Keeping High Quality Teachers

- The school offers extra dollars to teachers who take college courses.



Assessment

- Assessment consists of report card grades, progress reports, and basic teacher book tests.
- The only assessments aligned to standards are standardized in nature (e.g., North Dakota State Assessment).

Great!

Attracting and Keeping High Quality Teachers

- The school has an excellent support system for new teachers including placement with a mentor teacher, participation in a yearlong new teacher program, and other support systems.
- For experienced teachers, the school has made efforts to show teacher support by increasing teacher salaries, increasing annual leave time available, increasing decision making responsibilities of teachers, and other rewarding incentives.

Assessment

- There is a clear link between the curriculum, student activities, and assessments.
- Teachers use assessments to guide instruction for each student.
- Parents and students are regularly informed on the progress of their children toward the state standards, and they understand how instruction is focused to meet student goals.