

# Schoolwide Programs

Office of Federal Programs

June 2017



# Dedicated E-mail

---



[federalprograms2@mdek12.org](mailto:federalprograms2@mdek12.org)



# Vision

---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

# Mission

---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# State Board of Education Goals 5-Year Strategic Plan for 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Office of Federal Programs' Vision, Mission, & Goals

## Vision

The vision of Mississippi State Board of Education is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

## Mission

In support of this vision, the mission of the Office of Federal Programs (OFP) is to provide leadership in the effective use of federal funds so that all students are prepared to compete in the global community.

### Goal 1

To collaborate across the agency in support of state initiatives

### Goal 2

To support district planning and implementation

### Goal 3

To evaluate and monitor performance

# Session Overview

The purpose of this session is to provide participants with a deeper understanding of Schoolwide plans requirements, the planning process, and planning components.

**Expected Outcomes:** Upon completion of the session participants will:

- Understand the Schoolwide Plan requirements under ESSA
- Have a deeper understanding of the Schoolwide Planning process
- Know the expectations of the details required in the submission of their Schoolwide Plan

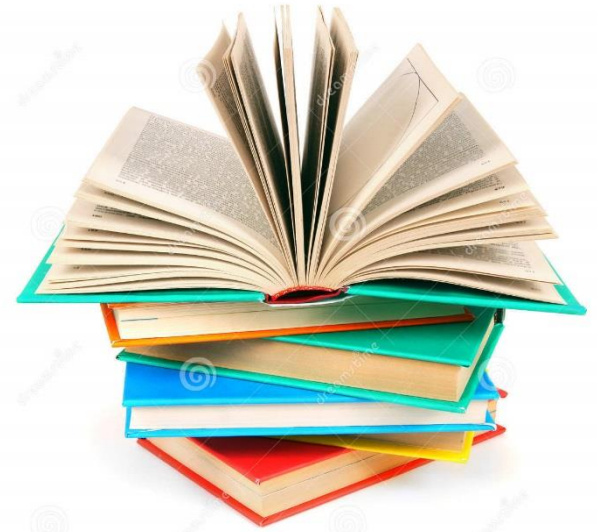
# Schoolwide Programs

- Uses of Title I funds to improve the entire educational program of the school in order to raise student achievement for all students, including the educationally disadvantaged.
- Built upon schoolwide reform strategies.
- Implementation is the responsibility of ALL teachers in the school.
- Based upon the needs of students within the particular school.

*Section 1114*

# Types of Title I Programs

1. Schoolwide Programs
2. Targeted Assistance Programs





# Types of Title I Programs

## Schoolwide Programs

- Consultation
- Collaboration
- Monitoring and Revision
- Accessibility
- Coordination
- Comprehensive Needs Assessment

## Targeted Assistance Programs

- Specific targeted services
- Focused on specific students at risk of or failing to meet the State's challenging standards



# Statutes and Regulations

Schools receiving Title I, Part A funding must operate under either a Schoolwide Plan or a Targeted Assistance Plan. Each plan must be developed:

1. The school must develop the comprehensive plan, including the comprehensive needs assessment, over a one-year period... *Sec. 200.27 (b)(1)*
2. A comprehensive needs assessment of the entire school (taking into account the needs of migratory children as defined in *Section 1309(2)*) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in *Section 1111(b)(1)* and *Section 1114 (b)(1)(A)*.

Effective 2016-2017 school year, ALL schools are required to have LEA approved plans in MCAPS. Plans are to be updated annually.

# Planning Deadlines

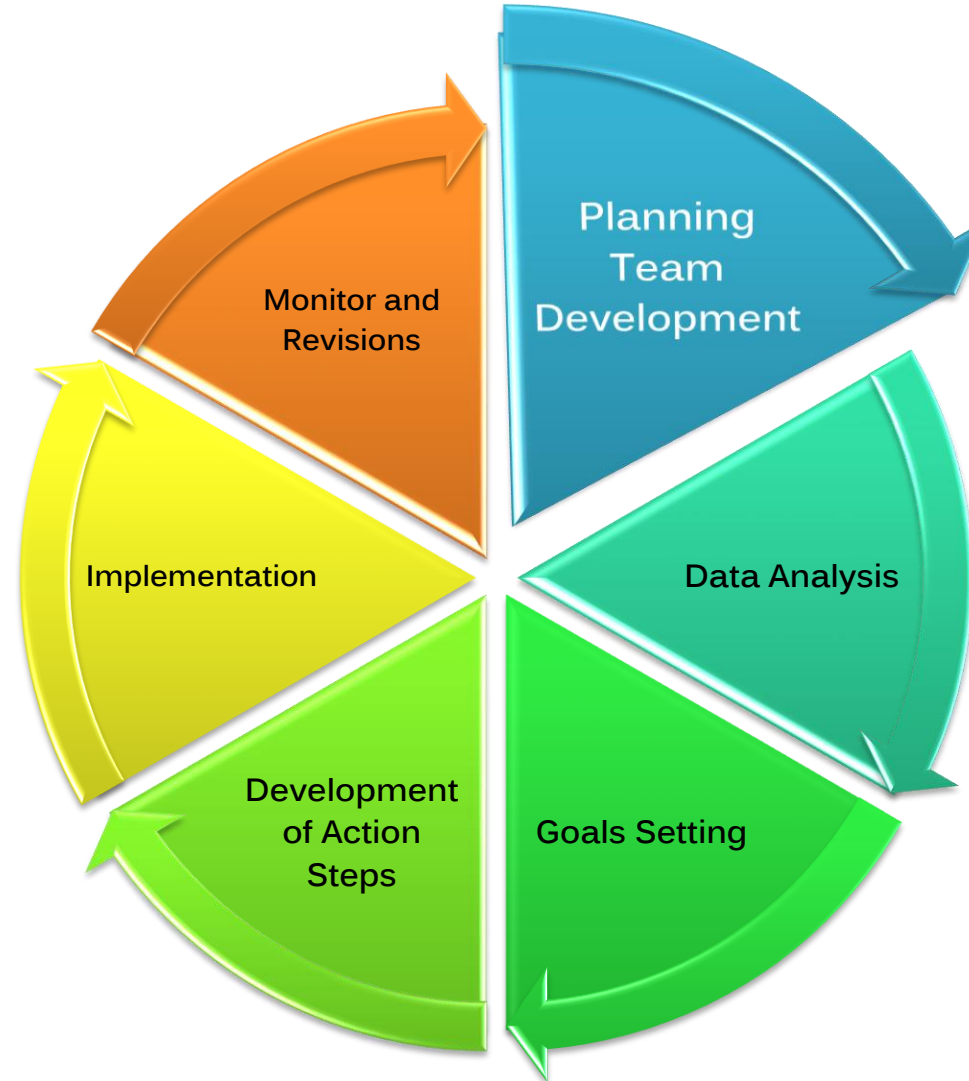
**September 30<sup>th</sup>**- Schools must have plans in MCAPS

**October 31<sup>st</sup>**- Schools must have an LEA approved plan in MCAPS

# Schoolwide Plans



# Planning Process



# Planning Team Members



# Planning Process





# What is a Comprehensive Needs Assessment (CNA)?

A comprehensive needs assessment (CNA) is a systematic effort to acquire an accurate, thorough picture of the strengths of a school community that can be used in response to the identified educational needs of students.

- The CNA should:

- be the centerpiece of the planning process.
- provide the data base from which the planning team develops its vision and plan of action.
- assess the schools' needs comprehensively by getting the full breadth of information for depth of understanding.



# Why is a Comprehensive Needs Assessment Needed?

## *Every Student Succeeds Act (ESSA) Section 1114(b)(6)*

- A schoolwide program shall include a **comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State content standards and the State performance standards particularly the needs of those children who are failing or at-risk of failing, to meet the challenging State academic standards.

# Comprehensive Needs Assessment

## Components of the School Plan

- State Academic Data
- College and Career Readiness Data
- School Climate and Culture Data
- Student Achievement
- Effective Teachers
- Professional Development Plan
- Parent and Family Engagement Plan

# Determine Data Collection Method

## Source

- Who will you collect data from?
  - Students, Staff, Parents, Community, etc.

## Form

- Surveys, interviews or focus groups, observations, statistical or measureable data, testing data, etc.

## Focus

- Academic improvement, school safety, teacher retention, parental engagement

## Timeframe

- When will you collect the data?
- How long will you collect it?

# Possible Data Sources

State Assessments  
District Assessments  
Teacher Assessments  
Multi-Year Trends  
Failure Lists  
Drop-out Rates  
Graduation Rates  
Promotion Rates  
Retention Rates  
ACT/SAT data

Federal Programs Guidelines  
District's Policies  
Parental Involvement Policy  
Special Student Populations  
Homeless Students  
Mobility Rates  
Community Demographics  
Growth Projections  
Parent Participation  
Standardized Tests

Discipline Referrals  
Expulsion/Suspension  
Records  
Highly Effective Staff  
Teacher Turnover Rates  
Staff Development  
Survey and interviews of  
Students/Staff/Parents  
School Safety  
Maintenance Records  
Community Input

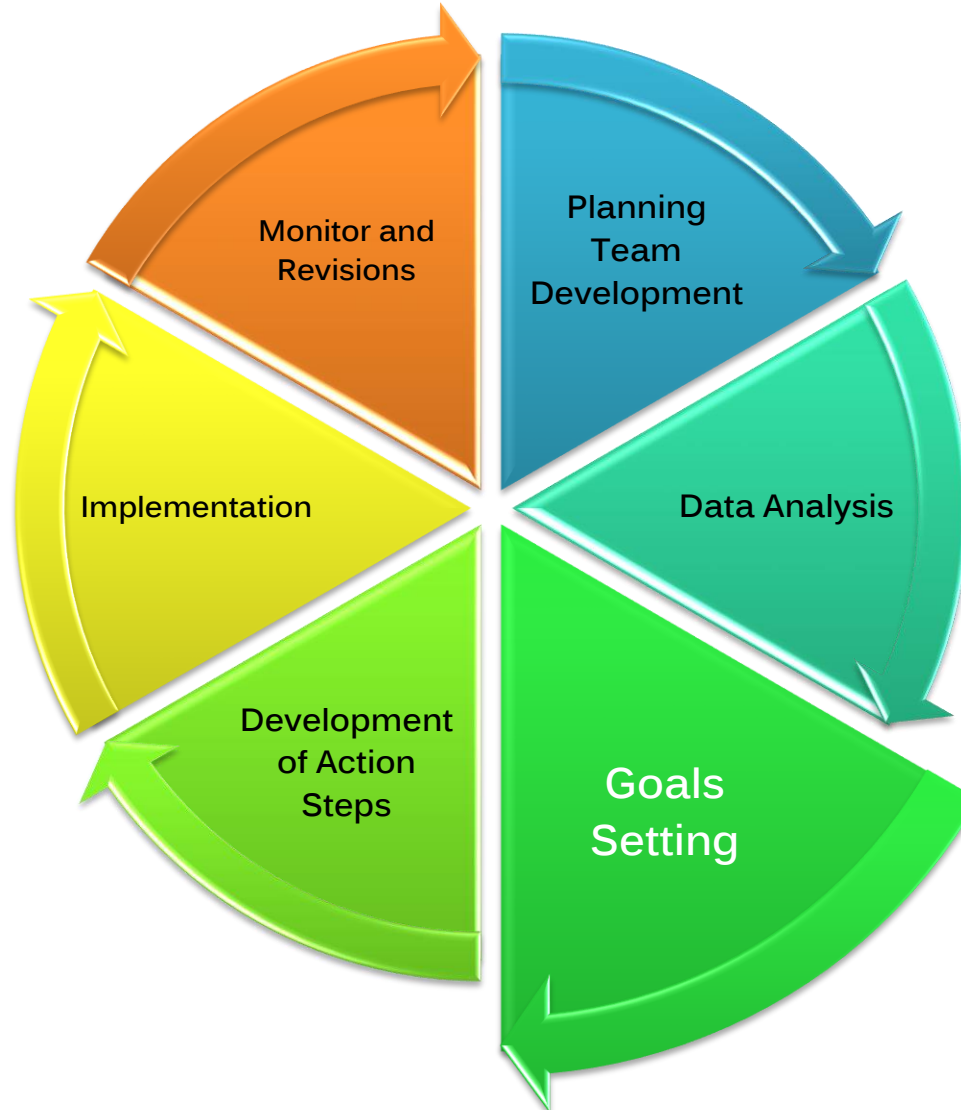
# Collect and Summarize Data

- Compile
  - CNA team should receive all the data in ready to use form, disaggregated by student groups and subpopulations.
- Sort
  - Academic achievement, school safety, teacher morale and school climate, parental involvement, etc.
- Report
  - Clear and concise narrative information, easy to understand charts or graphs, identify trends and possible indicators, and propose questions for analysis

# Analyzing Data

- What are the strengths of the school and how can we build upon them to improve our school?
- What are our areas of concern and how can they be improved?
- Is further information needed? If so, how will we follow-up?
- What resources are available to us and how can we use them more effectively?
- What resources do we need to acquire?
- What do we know about the needs of the various sub-populations in our school?
- What are clearly expressed goals and measureable objectives that will address student needs?
- Do we need to review and revise our vision and/or mission?
- What priorities does the data suggest?
- Is each identified area of improvement evaluated to determine the effectiveness?
- Were adequate resources allocated to the area of concern?
- Were responsible staff adequately trained with respect to their responsibilities?
- Were goals realistic? Were goals and expectations adequately communicated?
- Does the concern suggest the need to take another look at some other aspect of the program design?
- Are there any contributing factors, explanations, or reasons for the areas of improvement/opportunity?

# Planning Process



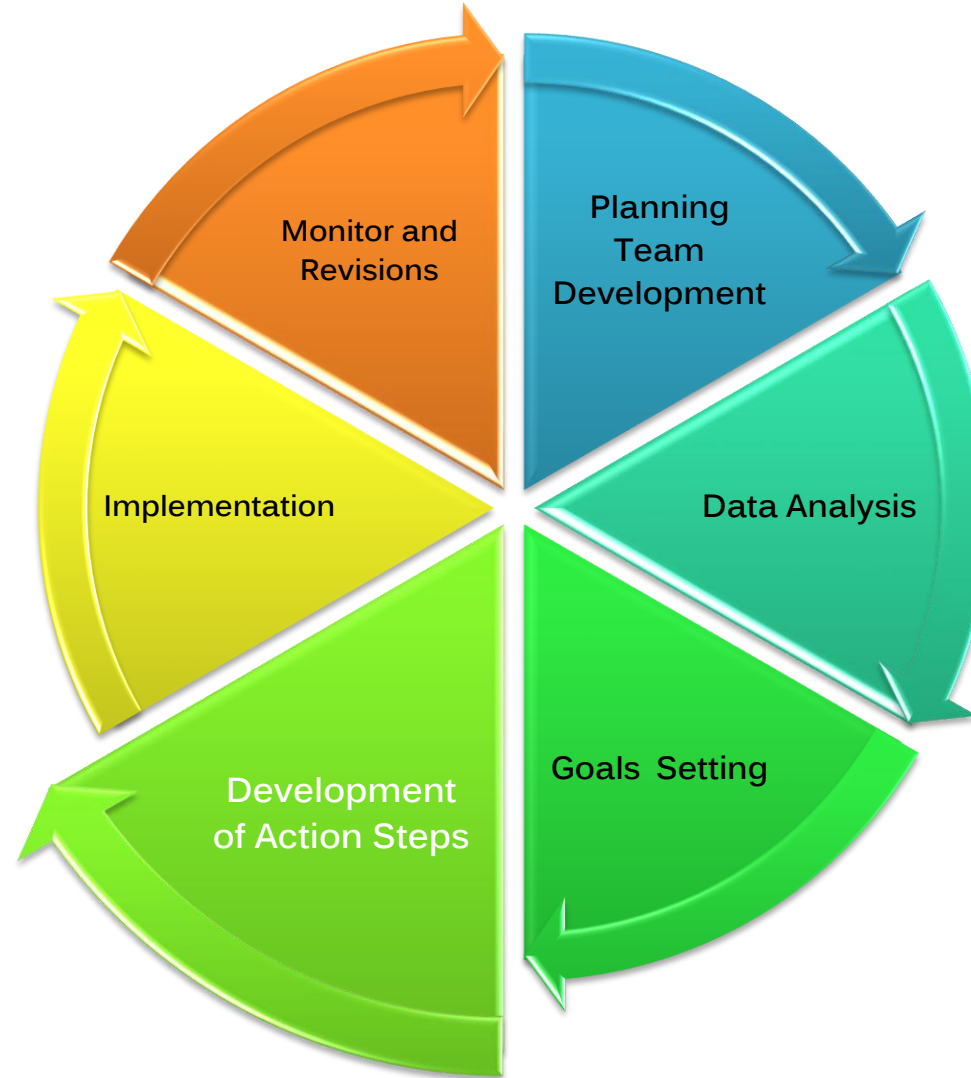
# Goals Setting

To ensure complete implementation of improvement strategies, focus on the top three to five areas to generate solutions for all data analyzed for student achievement and professional development. The Goal and Strategies are set by the LEA.



**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**imed

# Planning Process



# Action Steps Components

## School Plan Overview

- Exactly what is the school going to do? (Description)
- What will be the evidence of effectiveness? (Benchmark Indicators)
- Who will be responsible for overseeing it? (Person Responsible)
- When will it be completed? (Expected Completion Date)

# Schoolwide Plan

**Must include a description of how the school will:**

- Annually submit
- Develop with stakeholders
- Monitor and revise the plan
- Make sure that it is in understandable format for the public
- Be based upon a comprehensive needs assessment
- Describe the evidence-based strategies

*Section 1114(b)*

# Schoolwide Plan

**Must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:**

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

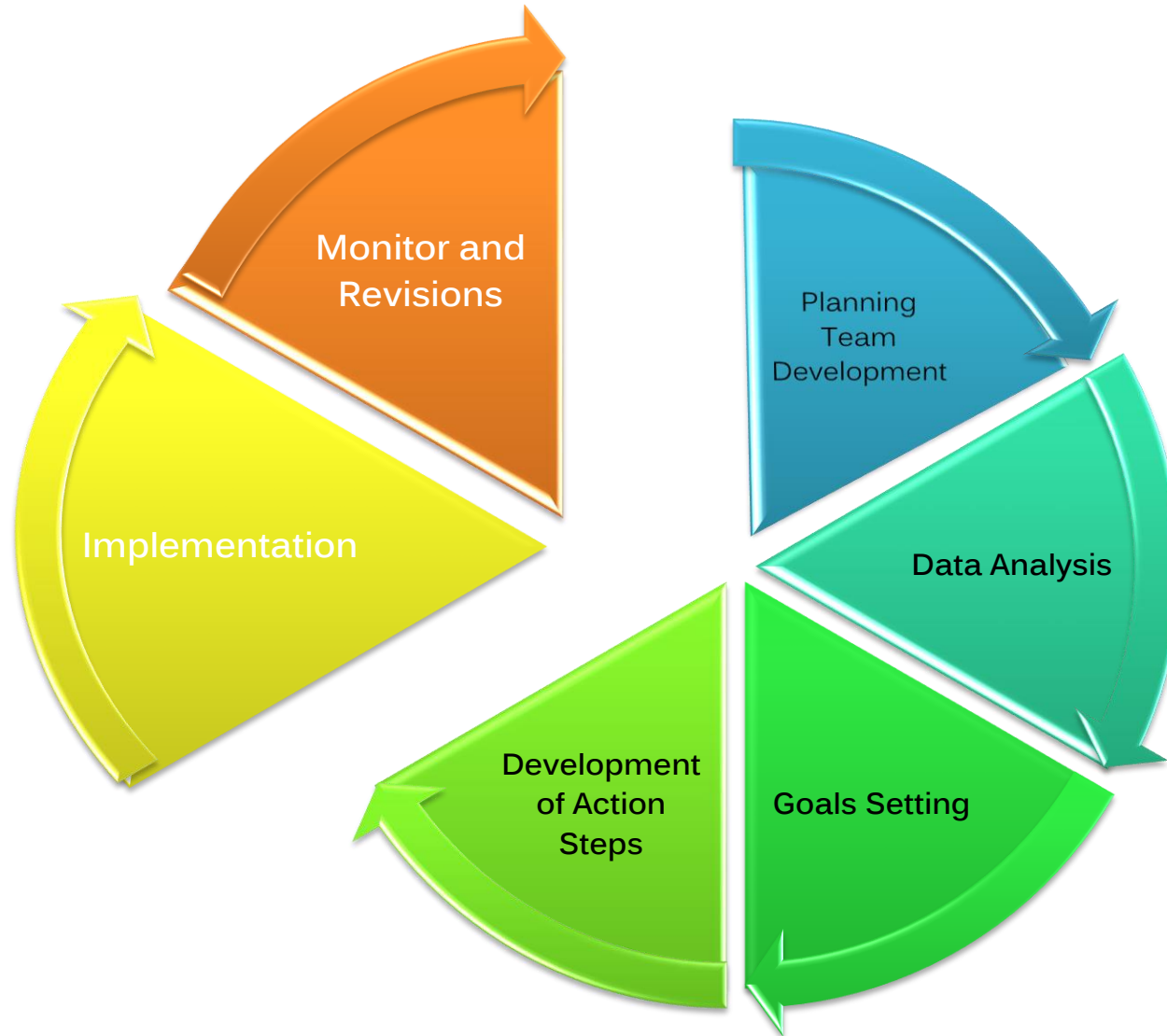
*Section 1114(b)*

# Schoolwide Plan

- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
  - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
  - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
  - implementation of a **schoolwide tiered model** to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
  - **professional development** and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
  - strategies for assisting preschool children in the **transition from early childhood education programs** to local elementary school programs; and

*Section 1114(b)*

# Planning Process



# Questions?





# For more information

Quentin Ransburg, Executive Director of Federal Programs

[qransburg@mdek12.org](mailto:qransburg@mdek12.org)

Brendsha A. Roby, Director of Schoolwide Development

[BrRoby@mdek12.org](mailto:BrRoby@mdek12.org)



Questions: [federalprograms2@mdek12.org](mailto:federalprograms2@mdek12.org)

Office Phone: (601) 359-3499