**SCHOOLWIDE**

**PLAN | DO | STUDY | ADJUST**

Plan: Begin with the “Plan Step” to identify the purpose, desired outcomes, and success criteria of the Schoolwide program;

Do: Then move onto the “Do Step” by identifying how the plan will be implemented and how data regarding the plan will be collected over the course of the year;

Study: Next, use the “Study Step” to outline how the Schoolwide program will be studied for strengths and challenges using the data collected and other feedback, and;

Adjust: Describe how this information will then be acted upon in the “Adjust Step” to ensure the Schoolwide program sees continual improvement in the future;

Plan: Identify purpose, desired outcomes, and success criteria.

* Identify purpose, desired outcomes and success criteria.
* What our data shows and the objectives developed to respond.
* Engage key stakeholders in the planning process. *(e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator)*
* Collect and review academic and non-academic data (e.g. achievement data, demographic data, perceptual data, contextual data). Collect and review best practices. *Refer to the* [*OSPI Menus of Best Practices and Strategies*](https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies)
* Analyze and evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.

Increase the percentage of students meeting and exceeding standards increase the percentage of students meeting standards on the Smarter Balanced Assessment.

**Do: Implement intended outcomes**

* Identify how the plan will be implemented and how the data regarding the plan will be collected over the course of the year.
* Implement, intended outcomes. Training, data collection, feedback process.
* Develop the plan with goals and objectives in S.M.A.R.T. *(Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)* Goal format to articulate both the evidence supporting the strategy and measurable outcomes for students and educators. Provide professional development training if needed.
* Document process—highlight strengths and challenges.
* Continue to collect data.
* Observe and seek feedback on the process.
* Design a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.
* Develop and utilize programs to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
* Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student needs to know, how they will know if they learned it. How to respond if they did not learn, and how they will respond if students already know it.
* Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
* Utilize classroom based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.

**Study: Reflect on implementation of intended plan and student outcomes**

* Reflection on strengths, challenges and modification.
* What are the strengths and challenges of the current school program?
* Was the plan implemented as intended? What modifications did you make to the plan along the way?
* Does the evidence gather support staff assumptions about strengths and needs?
* Are there information gaps? What more do we need?
* What priorities does the information suggest?
* Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
* How are we implementing best practices and strategies?
* What are our professional development needs?
* What are the ways in which we collaborate and/or braid programs together to upgrade the entire building?
* What is our commitment to continuous improvement?
* What are we going to evaluate?
* What are the best practice and how are we going to evaluate our practices?

**Adjust: Identify action steps to make targeted adjustments to the original plan**

* What adjustments/modifications should be made to improve effectiveness?
* What adjustments/modifications should be made?
* How can we improve the effectiveness of our program?
* Describe how information studied and information gathered regarding each component will be used to improve and revise the schoolwide plan.
* Review and revise on an ongoing basis.

**Component One – The Needs Assessment**

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students’ demographics, levels of achievement (academic and language proficiency), parent family engagement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. A needs assessments must include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](http://www-dev.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf)

**Guiding Questions**

* How does your needs assessment integrate current school year quantitative and qualitative data?
* How does your needs assessment give an accurate and thorough view of the entire school?
* What subjects, grade levels, and programs are the strongest and weakest?
* How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
* Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
* To what extent are discipline issues impacting students?
* What is the level of family and the community support at the school? Do the school’s family outreach efforts effectively engage families reflective of the school’s demographics?
* What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion.
* How have you identified any areas of concern from the following within your needs assessment:
  + Parent and Family Engagement
  + Homeless and Foster Care Needs
  + Transitions Between Grades and/or Schools/Ninth-Grade Transition
  + Technology
  + Professional Development
  + Schoolwide Tiered Models of Instruction
  + Behavior and Discipline-Restorative Justice
  + School Culture and Climate
  + Attendance patterns and mobility
  + Chronic Absenteeism
  + Well Rounded Education
  + Secondary Education Program Needs
  + Dual Credit
  + College Career and Readiness
  + English Language Acquisition
  + Effective Staffing Model (teacher, student ratio, qualified staff)
  + Effective Instructional Leadership for All Student Groups
  + Interrupted Formal Education

**Component Two – Schoolwide Reform Strategies**

A Title I, Part A Schoolwide program need to have a schoolwide building focus. ESSA’s new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). Schoolwide reform strategies and best practices that the building intends to use will strengthen the academic program in the entire school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. Instructional strategies and initiatives in the comprehensive plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

There are several ways to focus on schoolwide reform strategies:

* Create a data collection and reporting system to increase the effective use of data to drive instructional decisions at the district, classroom, school, and student level.
* Establish a Co-Teaching/inclusion model that will provide full and meaningful access to high-quality core-instruction within the general education classroom to support students with special need, English-language learners, and advanced student performers.
* Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student need to know, how they will know if they learned it, how to respond if they did not learn, and how they will respond if students already know it.
* Develop – Utilize programs to help to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
* Utilize classroom-based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.
* A Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.
* Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, foreign (or native/heritage) language and mathematics?

Outline the strategies that you will use to improve academics for all students, including strategies that are effective for specific groups of students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses? Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

* [ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](http://www-dev.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf)

**Guiding Questions:**

Describe how your building schoolwide strategies will:

* Increase the percentage of students meeting and exceeding standards.
* Develop measurable SMART-goals/benchmarks established to address student need.
* Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, and mathematics?
* Improve transitions between grades and/or schools?
* Enrich and accelerate curriculum?
* Provide opportunities for students both ahead of and behind grade level?
* Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
* Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
* If your school is identified for school improvement as a comprehensive or targeted school in 2018-19, align to the OSPI Menus of Best Practices in Reading, Mathematics, and/or Behavior?

**Component Three – Activities to Ensure Mastery**

The schoolwide plan upgrades the entire school’s program. At the same time, it should address how students who have not met standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

Schools must provide activities to ensure mastery, to meet the academic and non-academic needs of all students. The schoolwide plan upgrades the entire school’s program. At the same time, it must address how students who have not met standard in certain skills will receive effective and timely assistance to ensure mastery. Each student is different, and some students may need more help to get back on track. The Schoolwide MTSS-Tiered support system are based upon academic and non-academic activities of mastery for students who may fall behind on key skills or are in danger of dropping out. This system provides schools significant flexibility in improving student achievement with activities, based upon multi-tiered system, which incorporates a wide range of activities and strategies to accelerated and enrich support a well-rounded include program including:

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**Guiding Questions:**

**Describe how your plan identifies the following activities for mastery:**

* How does the plan support activities for our most at-risk students in the school?
* Identifying your building provide a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based on practices and integrates for powerful teaching.
* Describe how your programs will recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building.
* What activities increase building-wide awareness and expertise in dealing with the social and emotional needs?
* What activities or best practices have you identified in your plan that will support and assist our at-risk students remain to get back on track?
* What opportunities will our school provide to help students in danger of dropping out or falling behind on mastery of a key skill?
* Does the plan ensure the school meets students' academic and non-academic needs?
* What activities are provided to accelerate for special populations needs such as EL and SWD students?
* Does the plan incorporate a wide range of activities, such as:
  + Counseling and mental health support
  + College and career readiness
  + Tiered behavioral support
  + AP & International Baccalaureate courses
  + Preschool transition support
  + Professional development for staff
  + Intensive accelerated academic rigor for students
  + Activities to support school to home
  + Technology support activities
  + Paraeducator intervention support
  + Flexible grouping for student needs
  + Transition activities
  + Intensive academic support to students targeted to meet individual student needs
  + Coordinated and integrated support across programs that maximize students’ access to core instruction
  + Academic language development across content areas
  + Systemic support for bilingualism and bi-literacy
  + Effective outreach to linguistically and culturally diverse families

**Component Four – Coordination and Integration**

A school operating a Title I, Part A schoolwide program has the flexibility to consolidating funds from Title I, Part A with other federal funds as well as with state, local, and other federal programs that they will combine under the plan. If school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school.

**Braiding or Consolidating the Use of Funds**

Braiding or consolidating funds is a way for LEAs and schools to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of the funds and meeting the purpose of each specific grant program.

Federal law authorizes LEAs to coordinate spending from different grant programs, provided the activities are permitted under the grant program and the LEA or school maintains documentation on how federal funds are spent. State identified programs may be used in partnership with certain federal programs and some are specific to a certain population of students.

Some state program funds that are intended to support “like” federal programs, may be braided (e.g., the state Learning Assistance Program (LAP) may be used for the same intent and purposes of Title I, Part A and the state Transitional Bilingual Instruction Program (TBIP) is aligned with the same intent and purpose as Title III, Part A.)

Using multiple funding sources in braided manner to support specific educational initiatives can help to ensure consistency and eliminate duplication of services.

**Please refer to the OSPI Bulletin on combining funds in a schoolwide (coming soon).**

* [ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](http://www-dev.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf)
* [Title I Fiscal Issues, pp. 49-63 (Feb. 2008)](http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf)
* [2004 Notice on Schoolwide Consolidation of Funds.](http://www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf)
* [Title l, Part A Template – Combining Funds](https://www.k12.wa.us/sites/default/files/public/titlei/titlei/schoolwideprogram/pubdocs/combinefundsinschoolwideplanandtemplatematrix.pdf)
* [Fall 2018: Unlocking Federal and State Program Funds to Support Student Success](https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/UnlockingStateFederalProgramFunds.pdf)

**Guiding Questions:**

* How will the school leverage allowable combined funds be used to improve the schoolwide plan?
* How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
* How does the plan combine funds to connect the reform strategies developed?
* Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?
* Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
* Does the plan include the total amount of funds for each program?
* How are schoolwide funds being leveraged to support school improvement efforts?
* Describe how using multiple funding sources in a braided manner to support specific educational initiatives can help to increase the percentage of students in meeting or exceeding standards on the state assessment.

| **Title I, Part A Schoolwide** | |
| --- | --- |
| **Building Data** | |
| **Building:** Click or tap here to enter text. | **F/R Percentage:** Click or tap here to enter text. |
| **Principal:** Click or tap here to enter text. | **Grade Span:** Click or tap here to enter text. |
| **District:** Click or tap here to enter text. | **Building Enrollment:** Click or tap here to enter text. |
| **Plan Date:** Click or tap here to enter text. | **Board Approval Date:** Click or tap here to enter text. |

| **School Leadership Team Members**  **Parent-Community Partners** | | |
| --- | --- | --- |
| **Name** | **Role** | **Email** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| **Vision Statement** |
| --- |
| Click or tap here to enter text. |

| **ESSA Supports: WA Framework Identification** |
| --- |
| **Foundational:**  Click or tap here to enter text.  **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**  Click or tap here to enter text.  **Tier II: Targeted 3+Targeted EL Progress:**  Click or tap here to enter text.  **☐ Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):**  Click or tap here to enter text. |

| **Partners in Consolidated Plan**  **Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template**  **School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)** | |
| --- | --- |
| **Title I, Part A : Schoolwide Program Model**  **Four Required Components:**  1. Comprehensive Needs Assessment  2. Schoolwide Reform Strategies  3. Activities for Mastery  4. Coordination and Integration | |
| **Checklist for combined Title I, Part A Schoolwide Program Model**  Is this plan:  Based on a Needs Assessment  Data driven  Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it  Allowing active participation of and input from stakeholders  When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure ***all*** of the following elements are included: | |
| **School Improvement Plan; WAC-180-16-220,**  **Plan Requirements:**  Annual Board approval  Proof the plan is data driven, promotes a  positive impact on student learning and offers a  continuous improvement process to monitor,  adjust, and update the SIP  The ways in which the model is based on a self-  review of the school’s program  The characteristics of successful schools  Equity factors for all students  The use of technology to facilitate instruction  Parent, family, and community involvement,  they relate to a positive impact on student  learning | **ESSA: Sec.1111(d)(1)(B),**  **Plan Requirements:**  Indicators of student performance against State-  determined long-term goals  Exposition of evidence-based interventions  Proof of a school-level needs assessment  Identification of resource inequities, which may  include a review of local educational agency and  school level budgeting, to be addressed through  the implementation of such comprehensive  support and improvement  Approval by the school, local educational agency  and State educational agency |

| **COMPONENT #1: NEEDS ASSESSMENT** | | |
| --- | --- | --- |
| **PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Adjust | Click or tap here to enter text. | |
| **COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES** | | |
| **PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Adjust | Click or tap here to enter text. | |
| **COMPONENT #3: ACTIVITIES TO ENSURE MASTERY** | | |
| **PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Adjust | Click or tap here to enter text. | |
| **COMPONENT #4: COORDINATION AND INTEGRATION** | | |
| **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Adjust | Click or tap here to enter text. | |
| **REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX** | | |
| **Program** | **Amount Allowable** | **How the Intents & Purposes of the Program will be Met** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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