



Idaho Department
of Education

SWIP – writing an effective schoolwide plan

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Uses of the SWIP Tool

Title I-A – moving from targeted to schoolwide

School Improvement – CSI UP / CSI Grad
optional for TSI / ATSI

District level use – individual school plans all in one area

Roles

Assigned by the ISEE coordinator in your district

SWIP district.editor

Adds schools

Completes the district page

View school plans, but not edit

Submits plan(s)

Superintendents, Federal
Program Directors,

SWIP school.editor

Specific to a school

Can edit the school plan

Principals, Federal Program
Directors, Instructional Coach,



Home

Links ▾

2024-2025 ▾

MADISON DISTRICT (321) ▾

Admin Actions ▾

District - MADISON DISTRICT (321)

Program Information

Schools and Allocations

Use of Funds

Data Validation Issues

Print Preview

Note: All tabs must be activated before they will print

Save

District.editor role . . .

Add schools

Complete “Use of Funds” tab



Home / Applications / SWIP

Home Links 2024-2025 PLUMMER-WORLEY JOINT DISTRICT (044) Admin Actions

District - PLUMMER-WORLEY JOINT DISTRICT (044)

- District
- LAKESIDE ELEMENTARY SCHOOL (0752)
- LAKESIDE MIDDLE SCHOOL (0128)
- LAKESIDE HIGH SCHOOL (0030)
- District Comments
- SDE Comments
- IDCI Contacts

Program Information Schools and Allocations

Print Preview *Note: All tabs must be saved before printing*

Save

school.editor role . . .

Choose the school for which you have been assigned



Home

Links ▾

2024-2025 ▾

KUNA JOINT DISTRICT (003) ▾

Admin Actions ▾

KUNA MIDDLE SCHOOL (0013)

Stake
Holders

Needs
Assessment

Plan
Components

Annual
Budget

Upload
Files

Assessment
Summary

Data
Validation
Issues

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview

Note: All tabs must be activated before they will print

Save

school.editor role . . .

Writes the plan using the first 4 tabs

Stakeholders

Principal

Teachers

Coaches

Tribal representative (if high % Native American)

Parent(s)

Student(s) (high school) - optional

Needs Assessment

A good needs assessment could last 3 years – unless a significant change in demographics occurs

Think about your current reality

Think about the barriers that prevent you from academic achievement

Think about opportunities for growth

Activity:

1. Individually with no speaking – areas in the needs assessment that are most meaningful to you
2. Working in groups to form clusters with the comments
3. Share out

- School Leadership Team
- School and Community
- Academic Achievement
- Student Learning Needs
- Core Curriculum
- Core Instruction
- Alignment of teaching and learning
- Universal Screening
- Tiered Instruction and Academic Interventions
- Learning Time
- Non-Academic Student Needs
- Well-rounded Education
- Additional Opportunities for Learning
- School Transitions
- Professional Development
- Family and community Engagement
- Recruitment and Retention of Effective Teachers
- Coordination and Integration with Other Programs

Purpose of the grant: increasing academic achievement & closing achievement gaps

Plan Components

Need – brief description

SMART goals – aligned to your needs assessment

Strategies – do a few really well

Evidence Level – promising, moderate, strong

Evidence Based – cite the research or link it

Monitoring – **who** is doing **what**, by **when** or **how often**

Budget — only for CSI UP schools

Must align to your strategies

Be as specific as you can

Necessary, Reasonable, Allowable



Questions?



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Thank you!

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