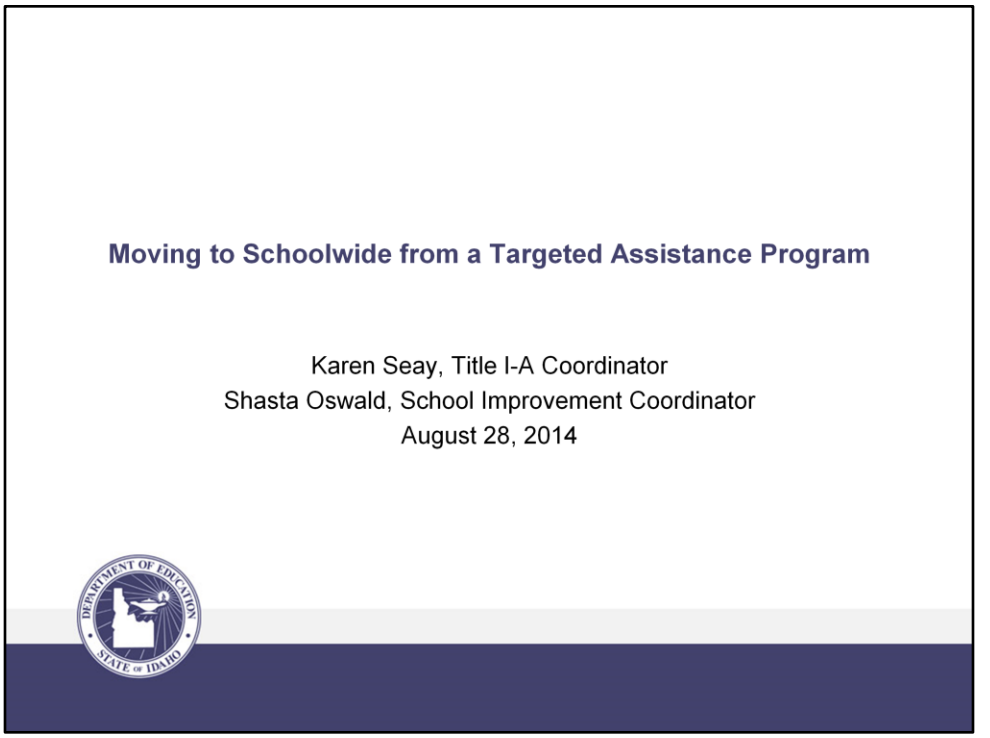
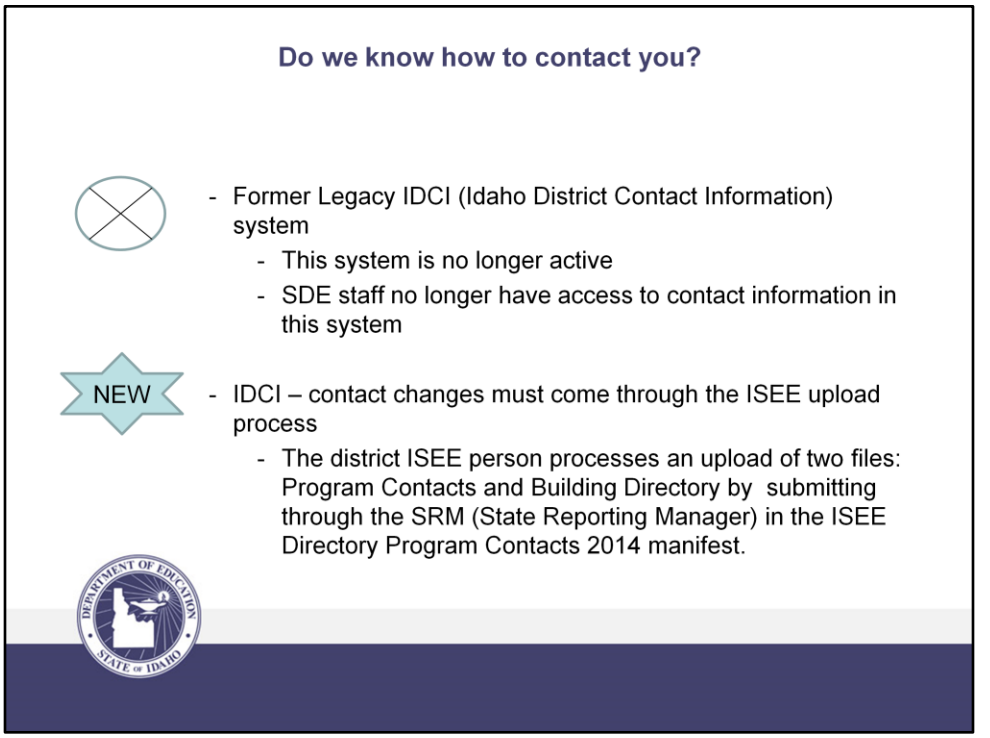


Welcome and thank you for joining us today for this webinar "Moving to Schoolwide from a Targeted Assistance Program". My name is Karen Seay and I am the Title I-A coordinator. Co-presenting today is Shasta Oswald, School Improvement coordinator and WISE Tool expert! Thank you to Marcia Beckman who is also joining us.

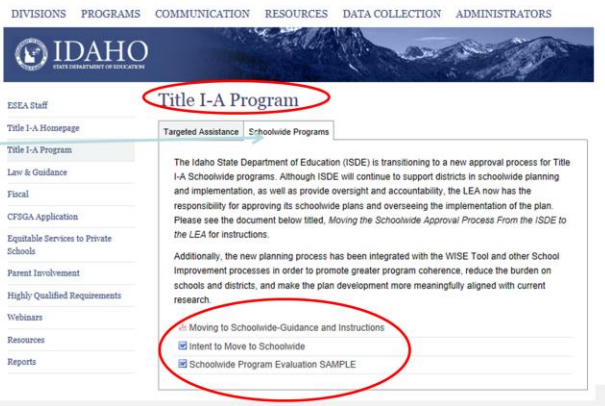


Before we begin today's presentation, I have an important question…

Moving to Schoolwide: Guidance and Instructions

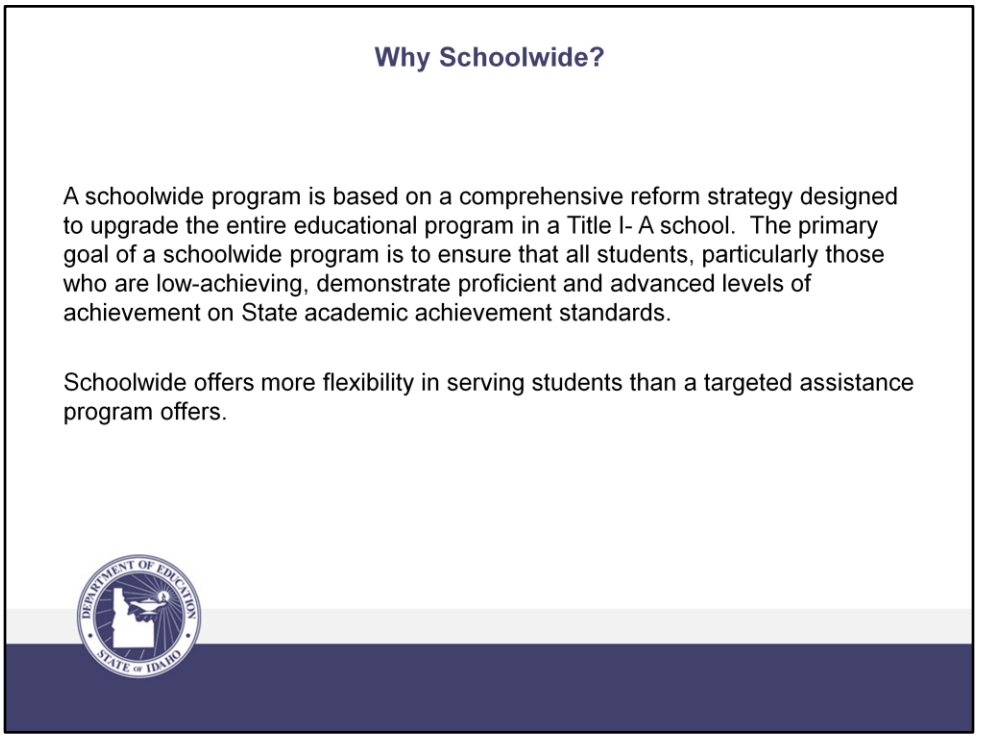
- Go to http://www.sde.idaho.gov/site/title_one/program.htm for a copy of this draft document.

Click on Schoolwide Programs

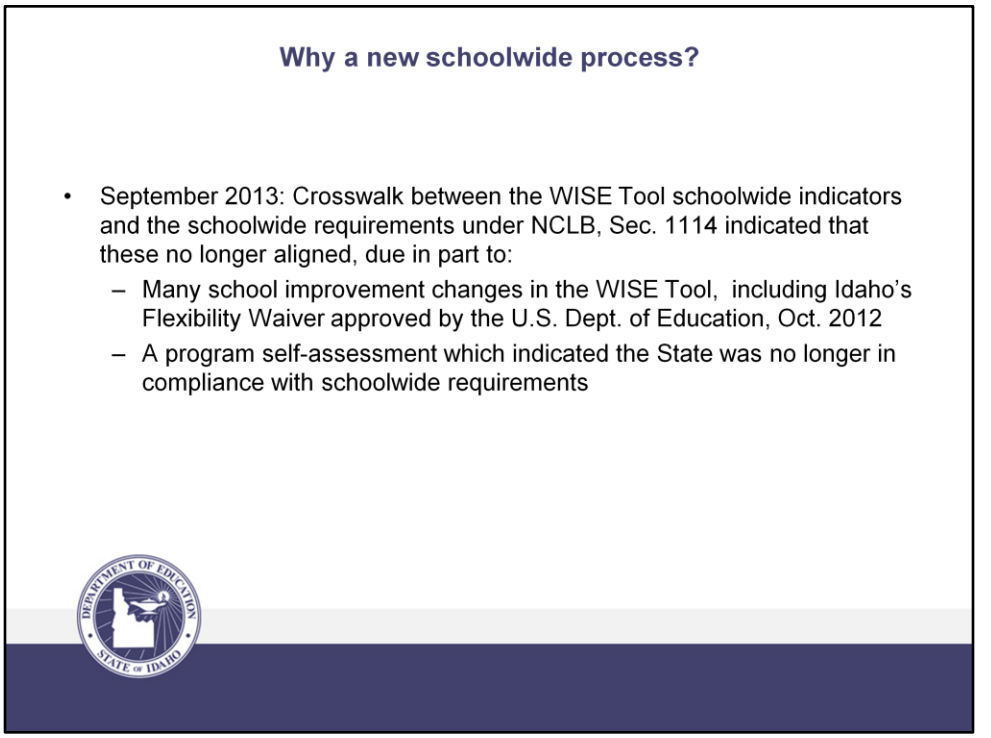


Webinar objectives

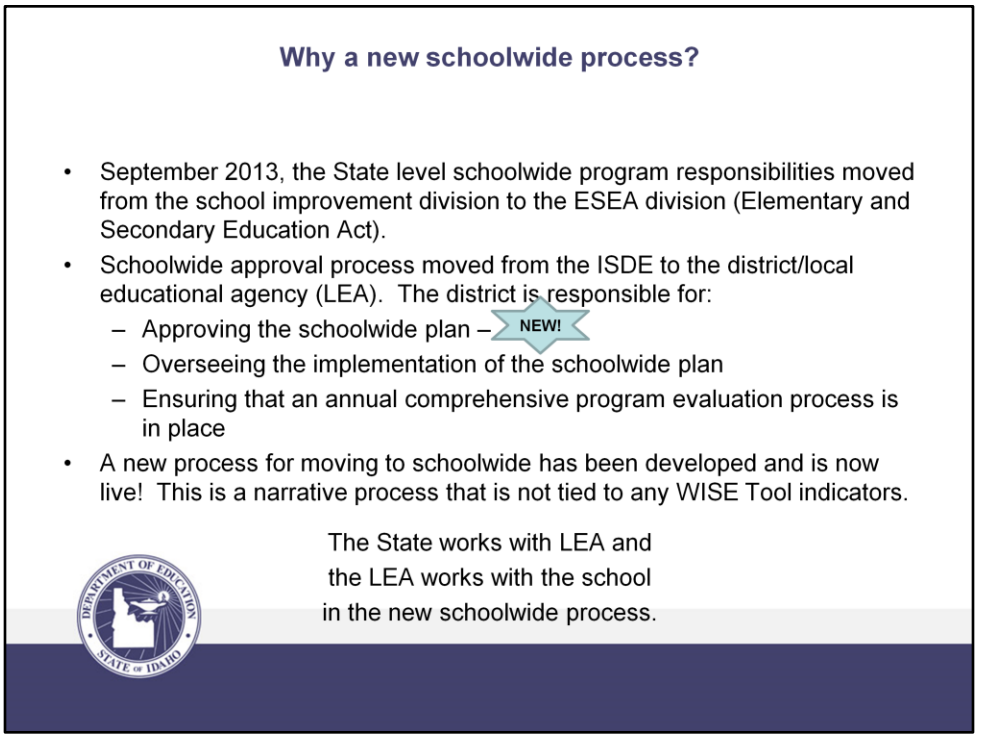
- In today's webinar, we will…
  - Address why move to schoolwide? And why a new schoolwide process?
  - Briefly review some important information about a Schoolwide program
  - Review the process and timeline for moving to schoolwide
  - Look inside the WISE (screenshots) of the New narrative process for the
    - Comprehensive Needs Assessment
    - Schoolwide Planning Components
    - Schoolwide Rubric
  - Address LEA Charters and very small districts where LEA and school staff are the same – who approves the new schoolwide plan for them?
  - Review annual schoolwide program evaluation options
  - We need your feedback – what's next regarding how we can best support you in the new Schoolwide planning process



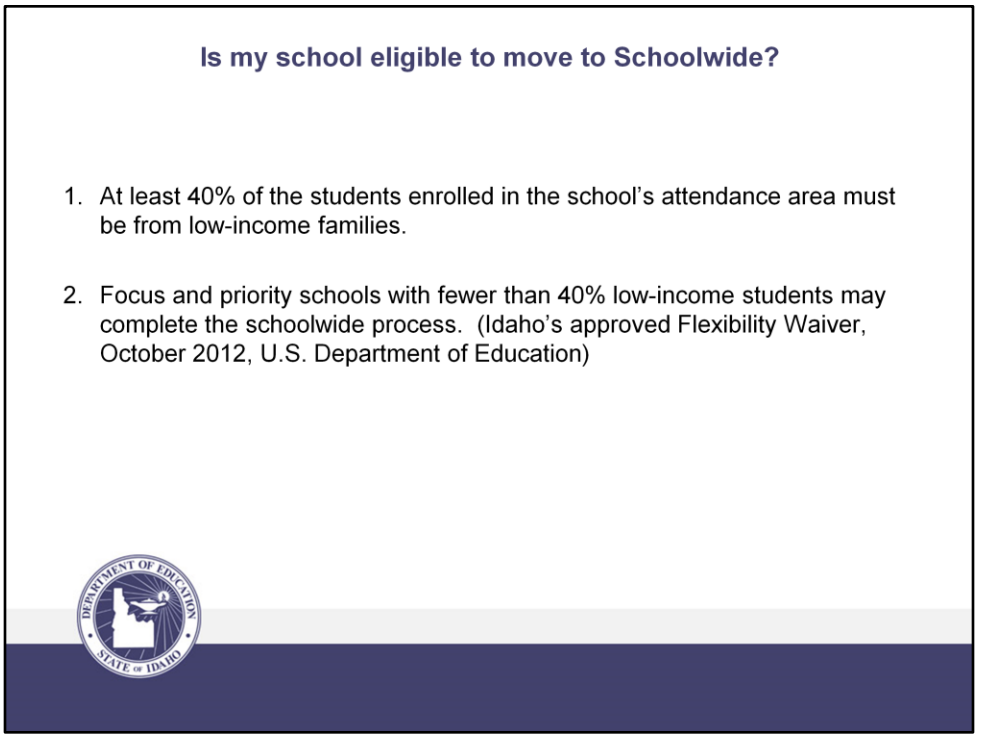
It's very clear in a targeted assistance program who are the Title students and who are the Title staff. The Title staff are paid with Title funds and those students on the rank order list are served from the Title targeted assistance program.
But in schoolwide, everyone benefits from the extra Federal Title I funds. Any student at any time may receive additional support to increase achievement to proficient or advanced levels. And all teachers are interventionists working at any time with students. In schoolwide, even the vocabulary changes. There is a shift in program services and the seamless delivery of tiers of instruction.



I think it is pretty clear why a school would move to schoolwide. But now let's take a look at the reason behind a new schoolwide process.



With the support of Marcia Beckman and Greg Alexander, three changes resulted from this program self-assessment: …

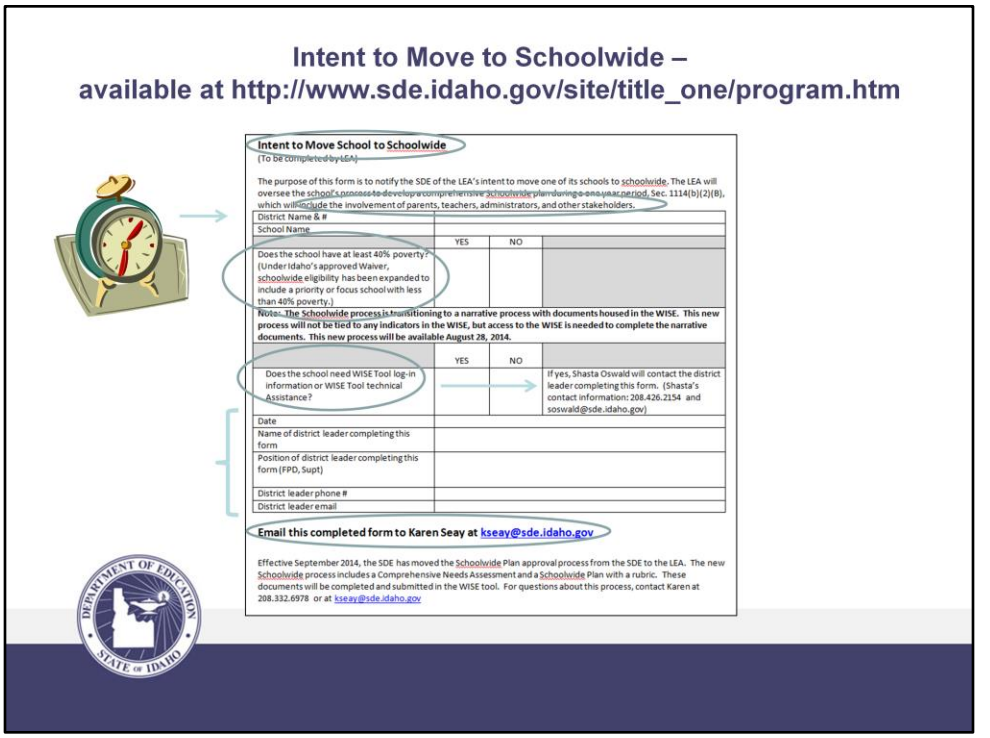


Now let's take a look at some of the details of moving to schoolwide. To be eligible for a schoolwide program…

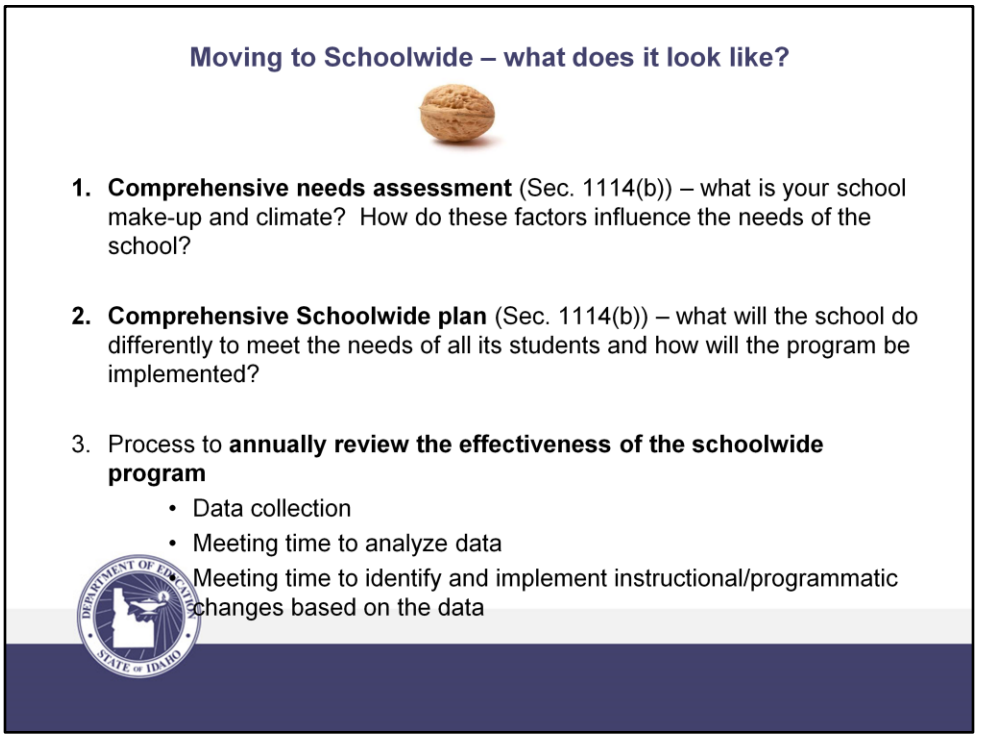
How long does it take to move to Schoolwide?

- "…during a one year period unless the LEA, after considering the recommendation of the technical assistance providers [ISDE]…determines that less time is needed to develop and implement the schoolwide program" (Sec. 1114(b)(2)(B)(i)).
- Less than one year - This is a comprehensive process and the law is prescriptive about what is included
- More than one year – Concern that the needs assessment may not be current

See the Moving to Schoolwide Guidance and Instructions *document, "*Writing the Schoolwide Plan in Less Than/More Than One Year" *section.*



The Intent to Move to Schoolwide form documents when the school begins the planning process. This form is completed by the LEA. After I receive it, I log in the information and open a file for the school, under the LEA's name.



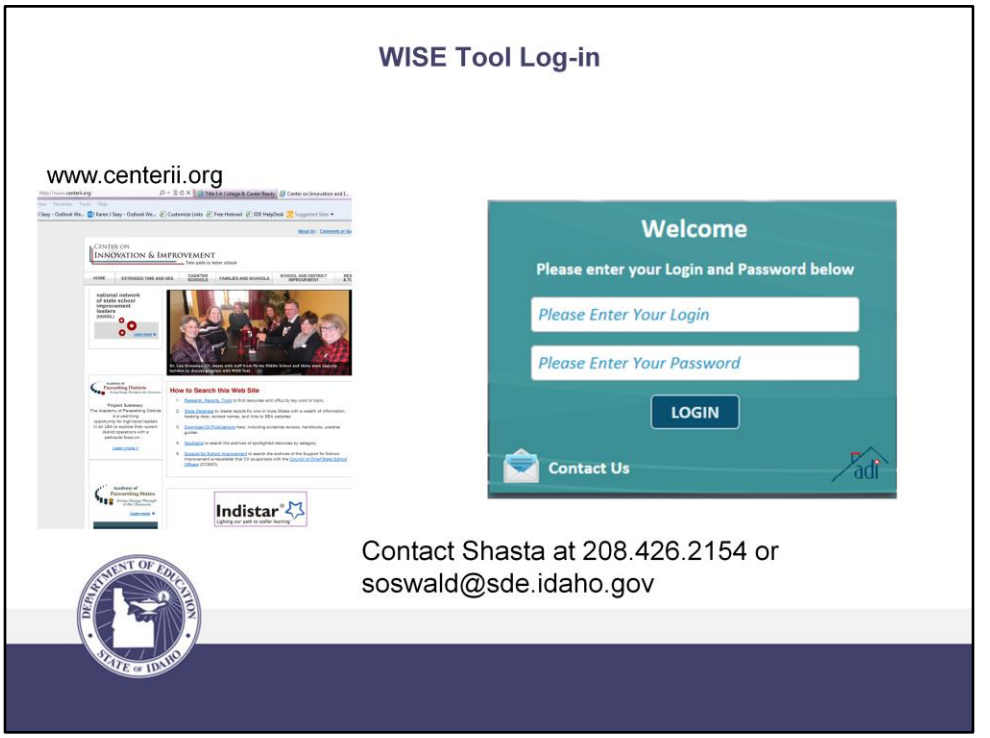
In a nutshell, moving to schoolwide from a targeted assistance program requires that the school completes a
Comprehensive Needs Assessment (completed by the school and reviewed, with feedback, by the district)
Schoolwide Plan (completed by the school and reviewed, with feedback, by the district)

The Schoolwide Plan Rubric is completed by the district and returned to the school for changes, if necessary. The district is also responsible for ensuring that school completes an annual review of the effectiveness of the schoolwide program. \

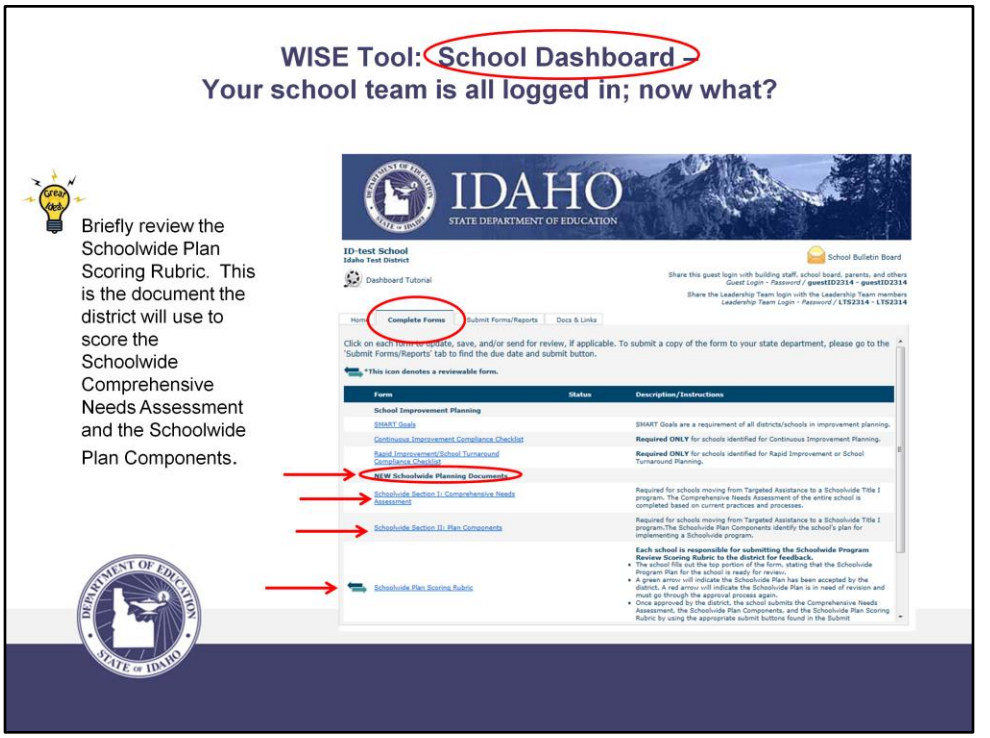
The new narrative process is no longer tied to WISE Tool indicators.

Who should be involved in the Schoolwide planning process?

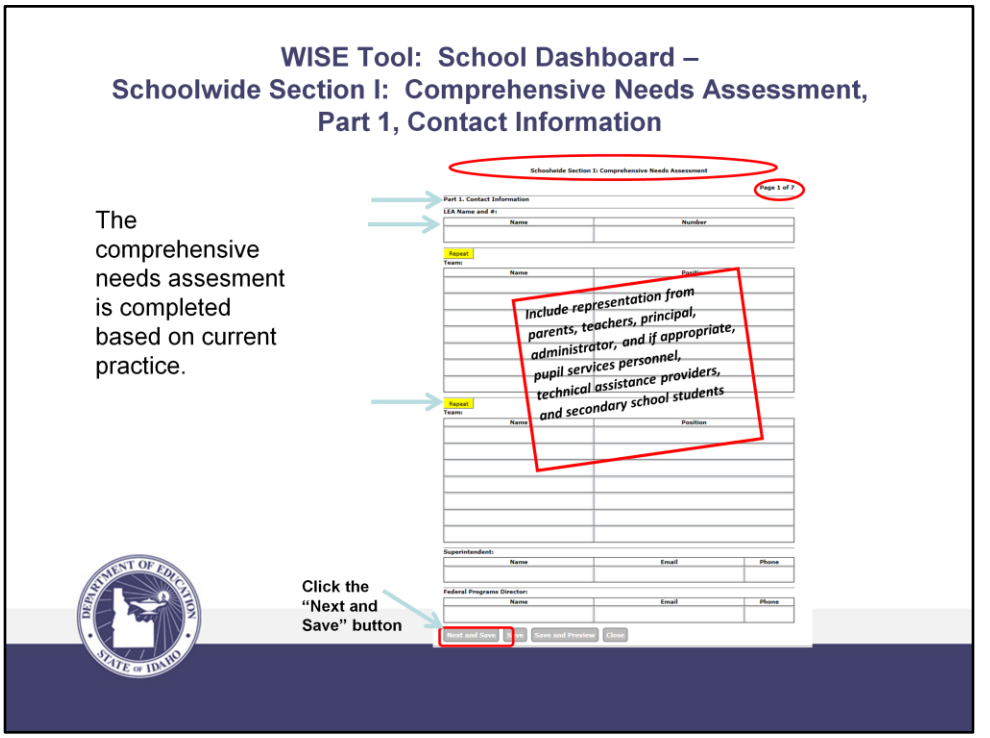
- *…shall be developed with the involvement of parents…including teachers, principals, and administrators…, and, if appropriate, pupil services personnel, technical assistance providers…, and if the plan relates to a secondary school, students.*
- Did you know? The schoolwide plan must be made available to the LEA, parents, and the public.



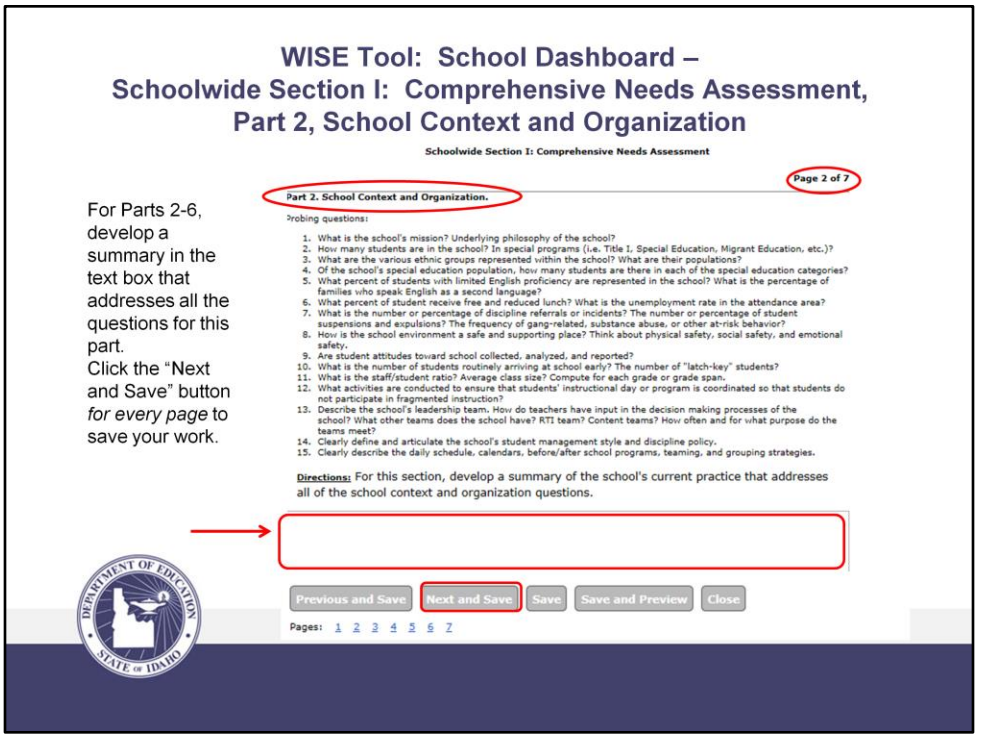
The new schoolwide process is housed in the WISE tool at www.centerii.org The schoolwide documents are narrative documents and are not connected to any of the WISE indicators. If you need log-in information, contact Shasta.



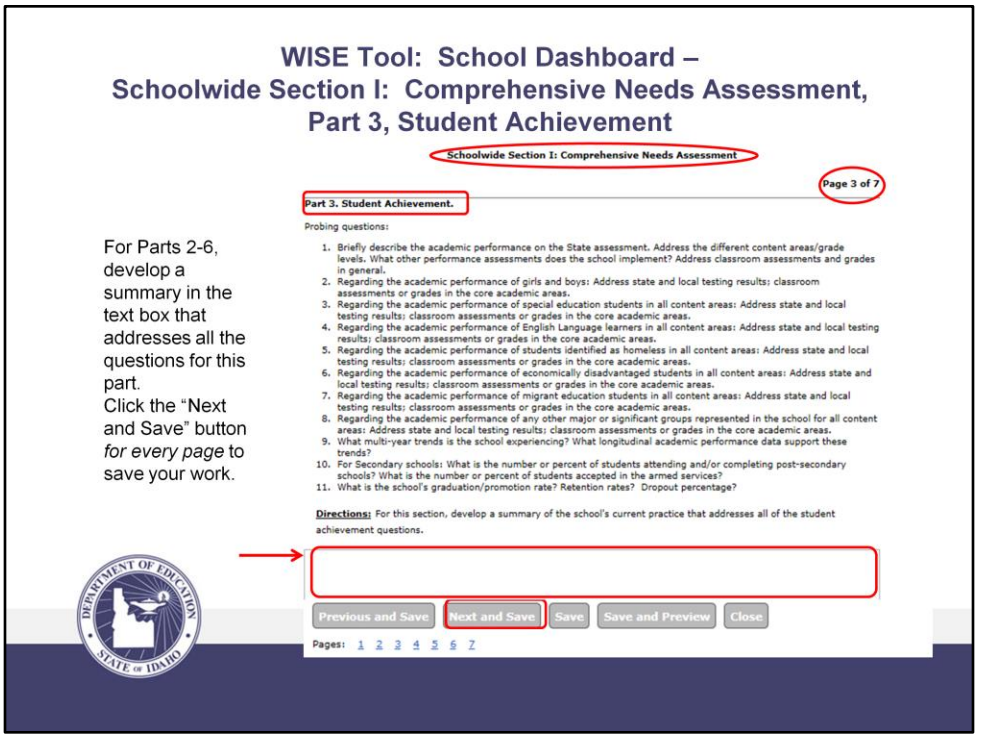
Notice that there are School Improvement AND Schoolwide documents housed on this page. For the purpose of schoolwide and this webinar, we are looking at the schoolwide documents only. The first document we will look at is the Schoolwide Section I: Comprehensive Needs Assessment.



This is the first page of the Comprehensive Needs Assessment.



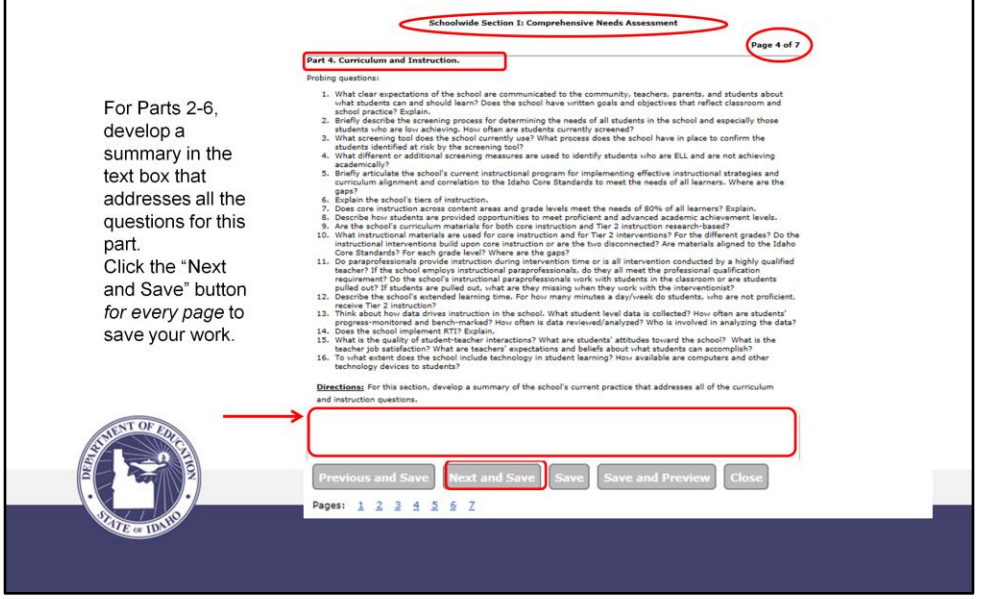
In Part 2, School Context and Organization, the school captures the demographics and climate of its school.
Respond to these questions in a narrative summary, rather then answer each question individually.



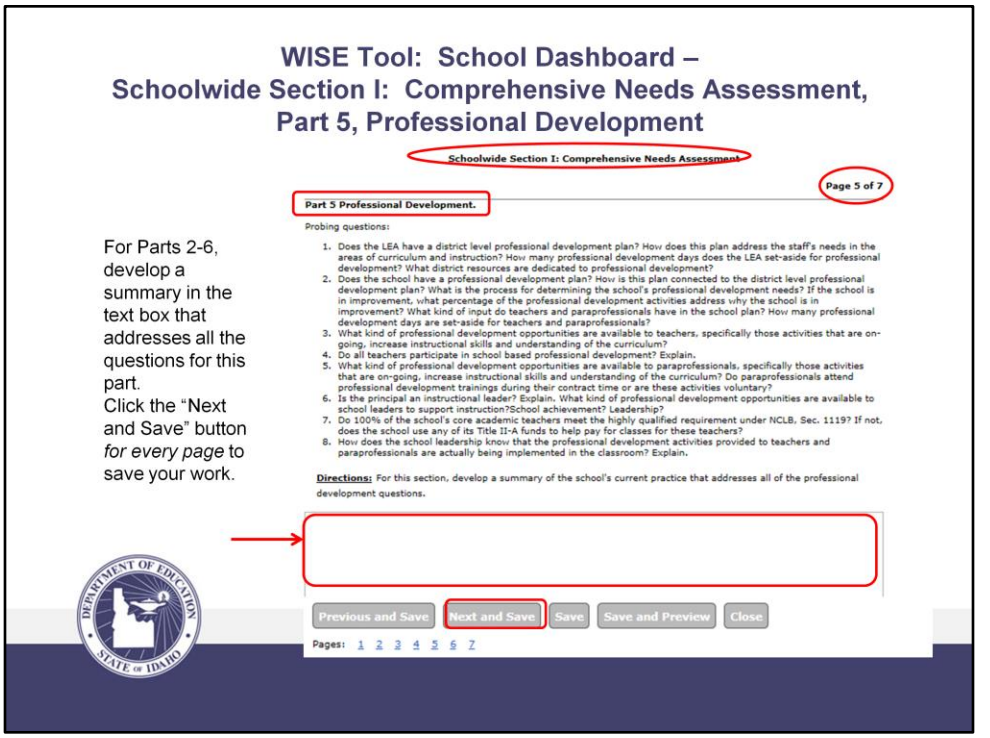
Part 3 addresses student achievement across all grade levels, content areas, and sub-groups.

WISE Tool: School Dashboard – Schoolwide Section I: Comprehensive Needs Assessment, Part 4, Curriculum and Instruction

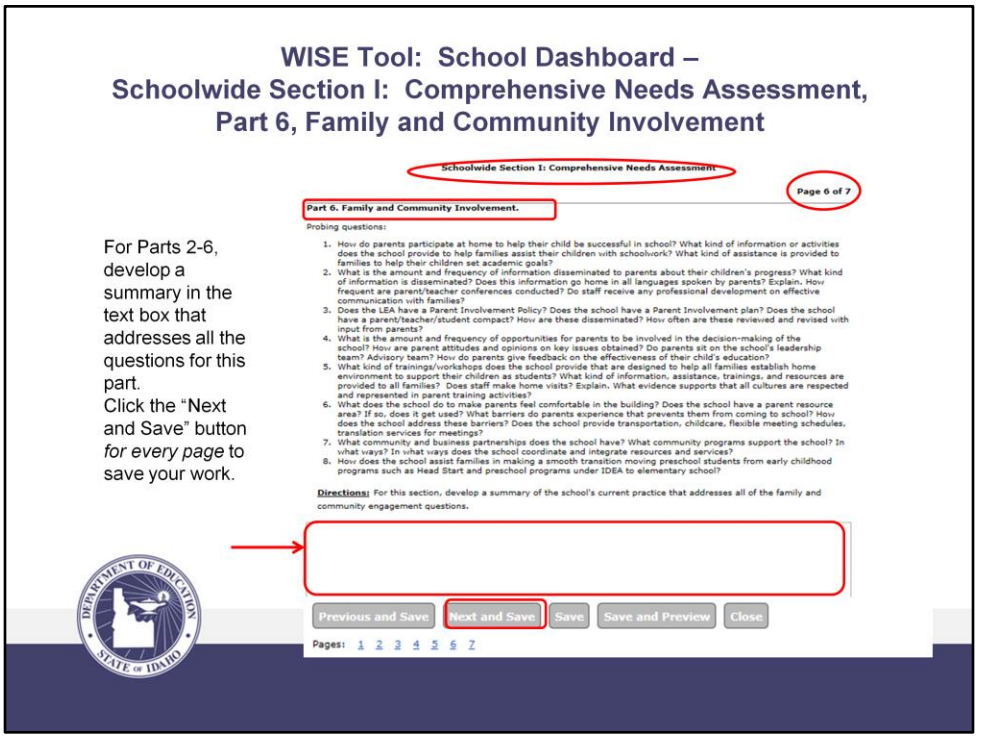
For Parts 2-6, develop a summary in the text box that addresses all the questions for this part.
Click the "Next and Save" button *for every page* to save your work.



Part 4 addresses curriculum and instruction, including screening students, tiers of instruction, extended learning time, data collection, use of technology, etc.

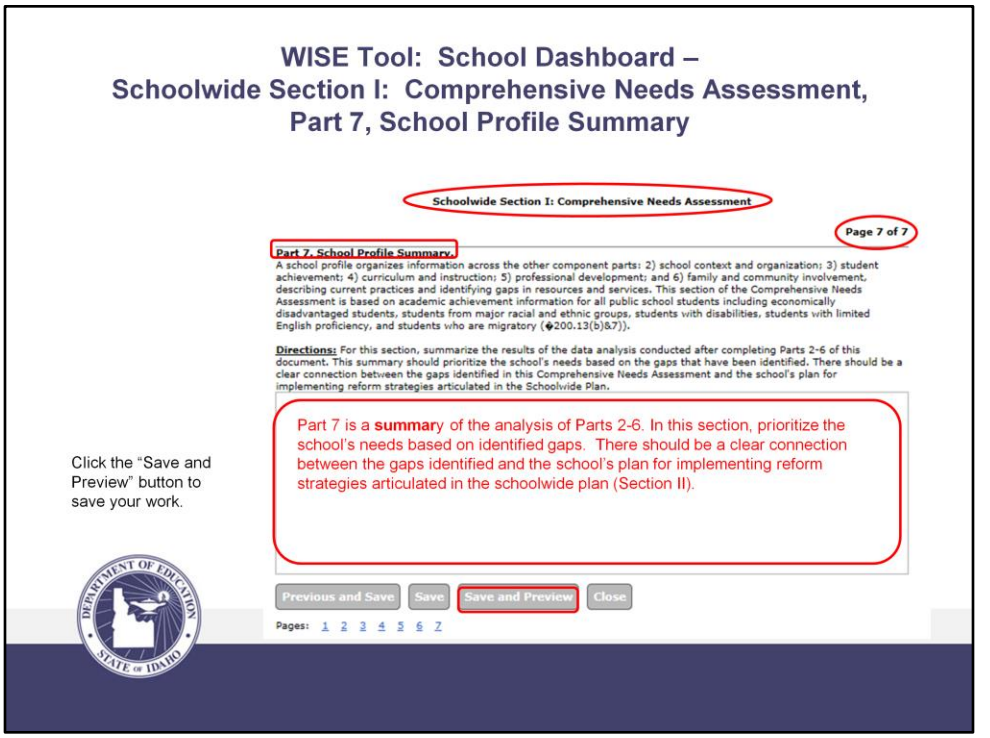


Part 5 focuses on the types of professional development activities for teachers, principals, and paraprofessionals.



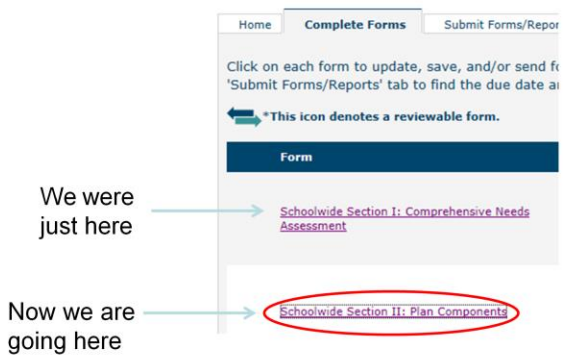
Part 6 asks about family and community involvement including resources for the home, dissemination of information to parents, the parent involvement policy and plan, parent participation in making decisions about the school, trainings and workshops provided for parents, comfort level of parents in the school, community and business partnerships, and how the school assists families in the transition from preschool to elementary school.

Remember, the needs assessment reflects current practice.



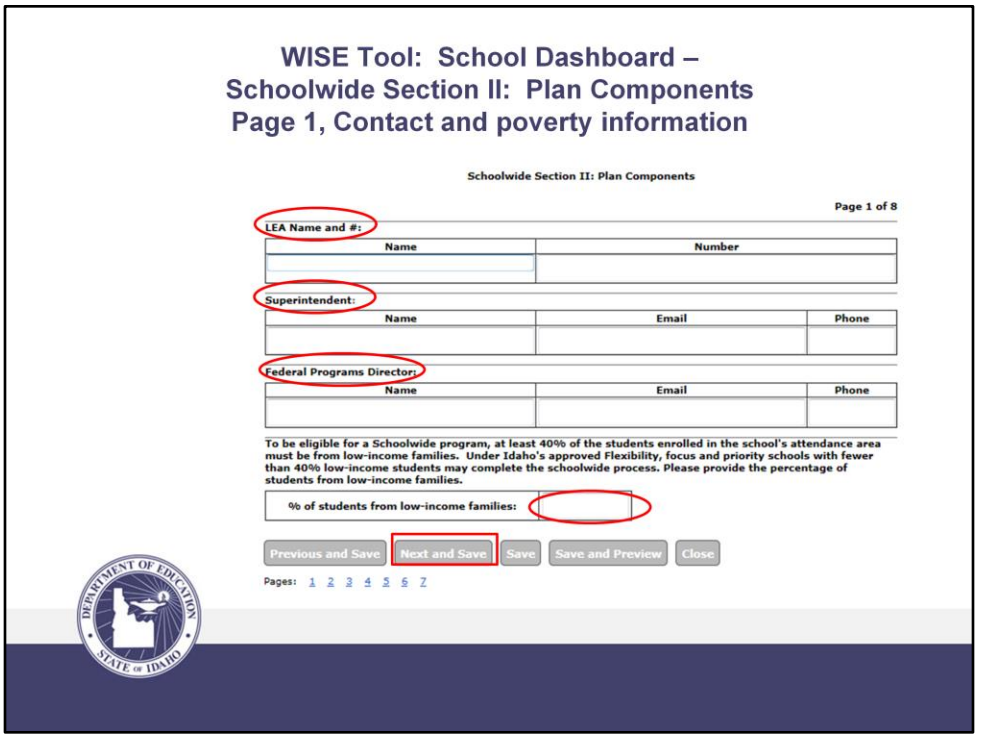
This concludes the Comprehensive Needs Assessment section.

WISE Tool: School Dashboard – Schoolwide Section II: Plan Components

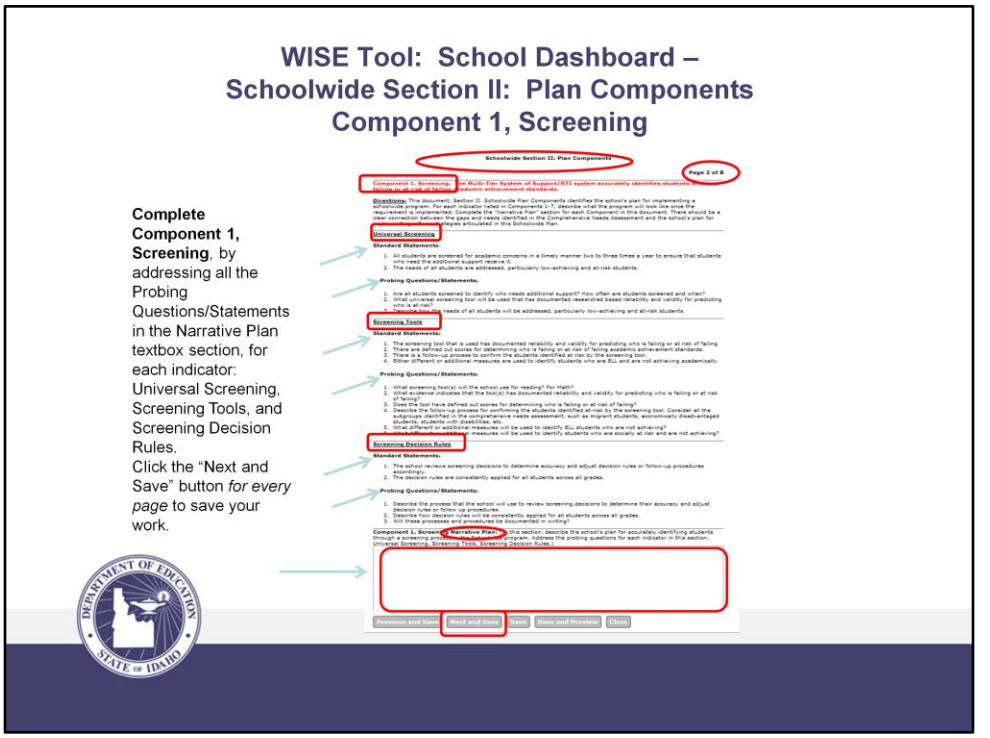


We were just here

Now we are going here



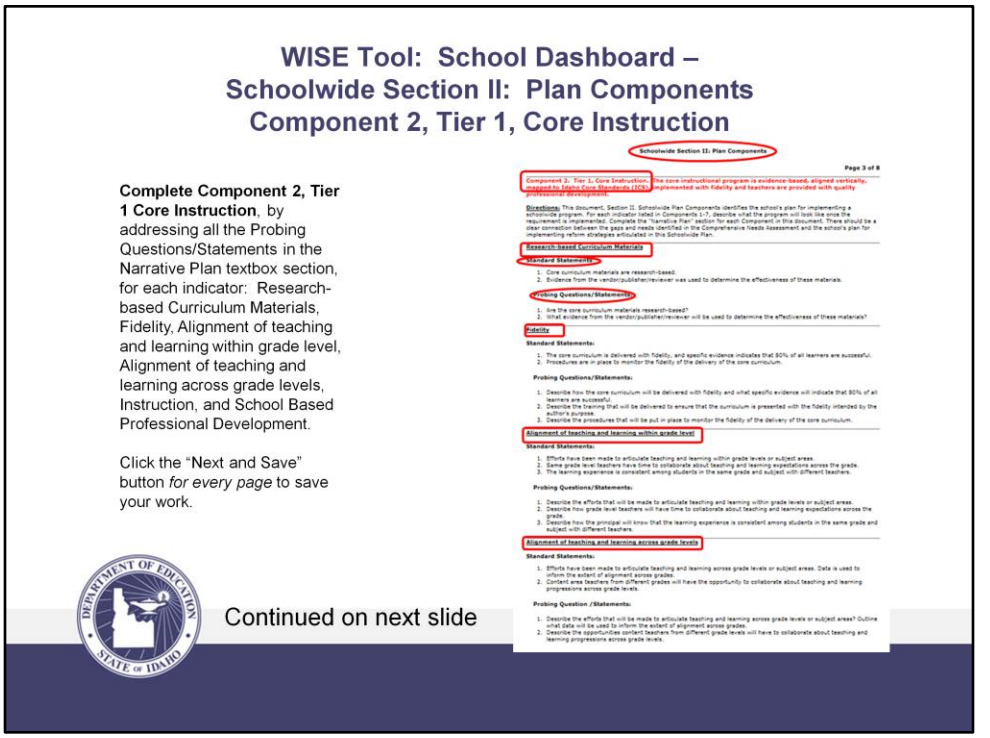
The first page of the Schoolwide Plan Components section includes contact information and poverty percentage.



There are 7 components of the Schoolwide Plan. The schoolwide plan articulates the school's plan for implementing reform strategies.

Each section is organized similarly with indicators, standard statements, and probing questions/statements that are addressed in the narrative plan text box section. For each page click "Next and Save" to save your work.

Component 1 addresses Screening to accurately identify students who are failing or at risk of failing academic standards. Let's take a closer look at its organization.

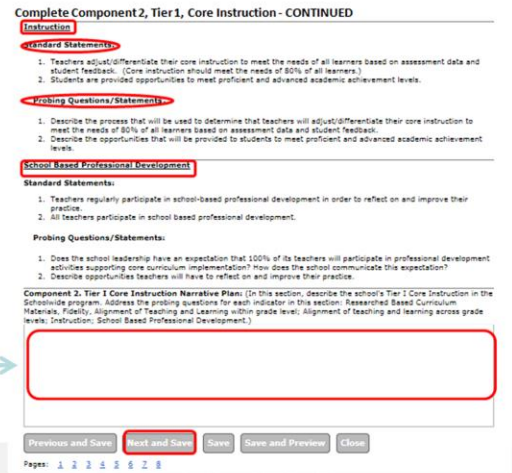


Complete Component 2, Tier 1 Core Instruction, by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Research-based Curriculum Materials, Fidelity, Alignment of teaching and learning within grade level, alignment of teaching and learning across grade levels, Instruction, and School Based Professional Development

WISE Tool: School Dashboard – Schoolwide Section II: Plan Components Component 2, Tier 1, Core Instruction, continued

Complete Component 2, Tier 1 Core Instruction, by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Research-based Curriculum Materials, Fidelity, Alignment of teaching and learning within grade level, Alignment of teaching and learning across grade levels, Instruction, and School Based Professional Development.

Click the "Next and Save" button *for every page* to save your work.

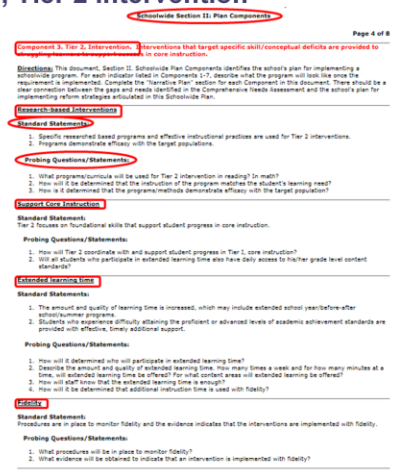


Here is the Narrative Plan text box section where all the probing questions/statements are addressed.
Be sure to click the "Next and Save" button *for every page* to save your work.

WISE Tool: School Dashboard – Schoolwide Section II: Plan Components Component 3, Tier 2 Intervention

Complete Component 3, Tier 2 Intervention by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Research-based Interventions, Support Core Instruction, Extended learning time, Fidelity, Quality of Instruction in Tier 2, Progress Monitoring, and Culturally and Linguistically Responsive Interventions.

Click the "Next and Save" button *for every page* to save your work.


Schoolwide Section II: Plan Components

Page 4 of 8

Component 3. Tier 2. Intervention. Interventions that target specific skill/conceptual deficits are provided to supplement instruction in core instruction.

Directions: This document, Section II. Schoolwide Plan Components identifies the school's plan for implementing a schoolwide program. For each indicator listed in Components 1-7, describe what the program will look like once the requirement is implemented. Complete the "Narrative Plan" section for each Component in this document. There should be a clear connection between the gaps and needs identified in the Comprehensive Needs Assessment and the school's plan for implementing reform strategies articulated in this Schoolwide Plan.

Research-based Interventions

Standard Statements:

1. Specific researched based programs and effective instructional practices are used for Tier 2 interventions.
2. Programs demonstrate efficacy with the target populations.

Probing Questions/Statements:

1. What programs/curricula will be used for Tier 2 intervention in reading? In math?
2. How will it be determined that the instruction of the program matches the student's learning need?
3. How is it determined that the programs/methods demonstrate efficacy with the target population?

Support Core Instruction

Standard Statement:
Tier 2 focuses on foundational skills that support student progress in core instruction.

Probing Questions/Statements:

1. How will Tier 2 coordinate with and support student progress in Tier 1, core instruction?
2. Will all students who participate in extended learning time also have daily access to his/her grade level content standards?

Extended learning time

Standard Statements:

1. The amount and quality of learning time is increased, which may include extended school year/before-after school/summer programs.
2. Students who experience difficulty attaining the proficient or advanced levels of academic achievement standards are provided with effective, timely additional support.

Probing Questions/Statements:

1. How will it determined who will participate in extended learning time?
2. Describe the amount and quality of extended learning time. How many times a week and for how many minutes at a time, will extended learning time be offered? For what content areas will extended learning be offered?
3. How will staff know that the extended learning time is enough?
4. How will it be determined that additional instruction time is used with fidelity?

Fidelity

Standard Statement:
Procedures are in place to monitor fidelity and the evidence indicates that the interventions are implemented with fidelity.

Probing Questions/Statements:

1. What procedures will be in place to monitor fidelity?
2. What evidence will be obtained to indicate that an intervention is implemented with fidelity?

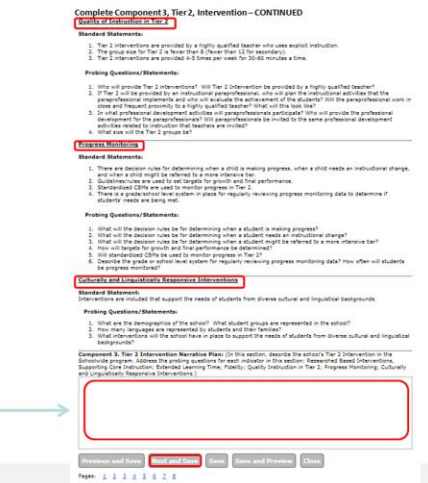
Continued on next slide

Complete Component 3, Tier 2 Intervention by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Research-based Interventions, Support Core Instruction, Extended learning time, Fidelity, Quality of Instruction in Tier 2, Progress Monitoring, and Culturally and Linguistically Responsive Interventions.

WISE Tool: School Dashboard – Schoolwide Section II: Plan Components Component 3, Tier 2 Intervention, continued

Complete Component 3, Tier 2 Intervention by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Research-based Interventions, Support Core Instruction, Extended learning time, Fidelity, Quality of Instruction in Tier 2, Progress Monitoring, and Culturally and Linguistically Responsive Interventions.

Click the "Next and Save" button *for every page* to save your work.

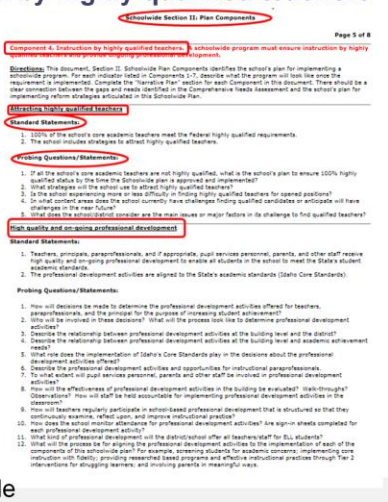


Here is the Narrative Plan text box section where all the probing questions/statements are addressed.
Be sure to click the "Next and Save" button *for every page* to save your work.

WISE Tool: School Dashboard –
Schoolwide Section II: Plan Components
Component 4, Instruction by highly qualified teachers

Complete **Component 4, Instruction by highly qualified teachers** by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Attracting highly qualified teachers, High quality and on-going professional development, resources, and Including teachers in the use of academic assessments.

Click the "Next and Save" button *for every page* to save your work.


Schoolwide Section II: Plan Components

Page 5 of 8

Component 4. Instruction by highly qualified teachers. A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.

Directions: This document, Section II. Schoolwide Plan Components identifies the school's plan for implementing a schoolwide program. For each indicator listed in Components 1-7, describe what the program will look like once the requirement is implemented. Complete the "Narrative Plan" section for each Component in this document. There should be a clear connection between the gaps and needs identified in the Comprehensive Needs Assessment and the school's plan for implementing reform strategies articulated in this Schoolwide Plan.

Attracting highly qualified teachers

Standard Statements:

1. 100% of the school's core academic teachers meet the federal highly qualified requirements.
2. The school includes strategies to attract highly qualified teachers.

Probing Questions/Statements:

1. If all the school's core academic teachers are not highly qualified, what is the school's plan to ensure 100% highly qualified status by the time the Schoolwide plan is approved and implemented?
2. What strategies will the school use to attract highly qualified teachers?
3. Is the school experiencing more or less difficulty in finding highly qualified teachers for opened positions?
4. In what content areas does the school currently have challenges finding qualified candidates or anticipate will have challenges in the near future?
5. What does the school/district consider are the main issues or major factors in its challenge to find qualified teachers?

High quality and on-going professional development

Standard Statements:

1. Teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff receive high quality and on-going professional development to enable all students in the school to meet the State's student academic standards.
2. The professional development activities are aligned to the State's academic standards (Idaho Core Standards).

Probing Questions/Statements:

1. How will decisions be made to determine the professional development activities offered for teachers, paraprofessionals, and the principal for the purpose of increasing student achievement?
2. Who will be involved in these decisions? What will the process look like to determine professional development activities?
3. Describe the relationship between professional development activities at the building level and the district?
4. Describe the relationship between professional development activities at the building level and academic achievement needs?
5. What role does the implementation of Idaho's Core Standards play in the decisions about the professional development activities offered?
6. Describe the professional development activities and opportunities for instructional paraprofessionals.
7. To what extent will pupil services personnel, parents and other staff be involved in professional development activities?
8. How will the effectiveness of professional development activities in the building be evaluated? Walk-throughs? Observations? How will staff be held accountable for implementing professional development activities in the classroom?
9. How will teachers regularly participate in school-based professional development that is structured so that they continuously examine, reflect upon, and improve instructional practice?
10. How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each professional development activity?
11. What kind of professional development will the district/school offer all teachers/staff for ELL students?
12. What will the process be for aligning the professional development activities to the implementation of each of the components of this schoolwide plan? For example, screening students for academic concerns; implementing core instruction with fidelity; providing researched based programs and effective instructional practices through Tier 2 interventions for struggling learners; and involving parents in meaningful ways.

Continued on next slide

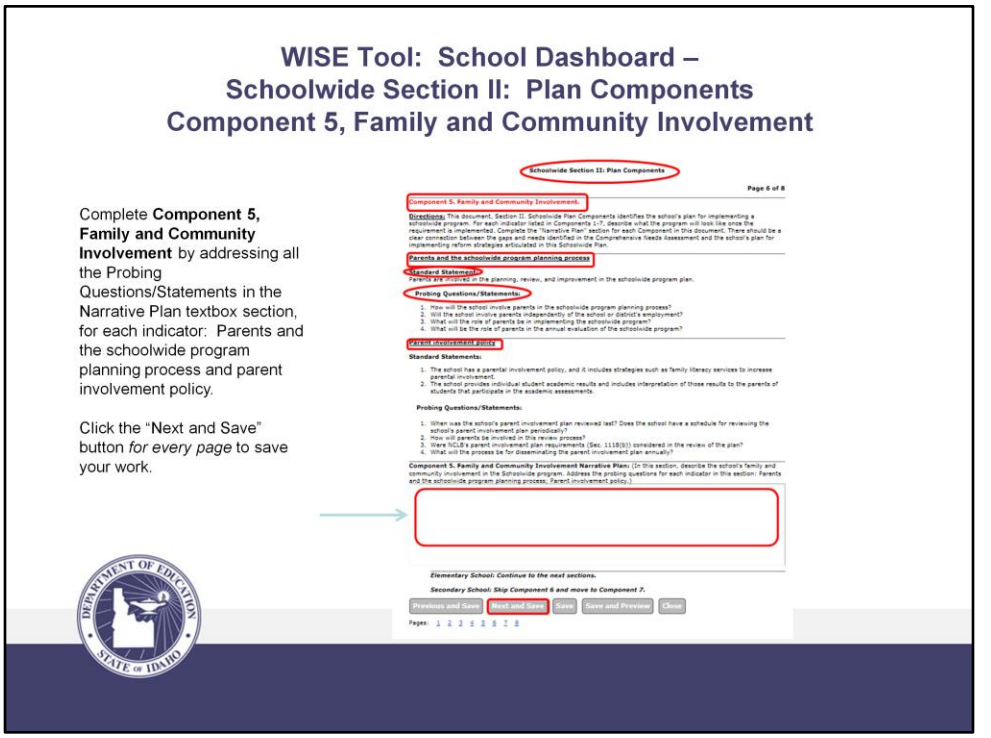
Complete Component 4, Instruction by highly qualified teachers by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Attracting highly qualified teachers, High quality and on-going professional development, resources, and Including teachers in the use of academic assessments.

WISE Tool: School Dashboard – Schoolwide Section II: Plan Components Component 4, Instruction by highly qualified teachers, continued

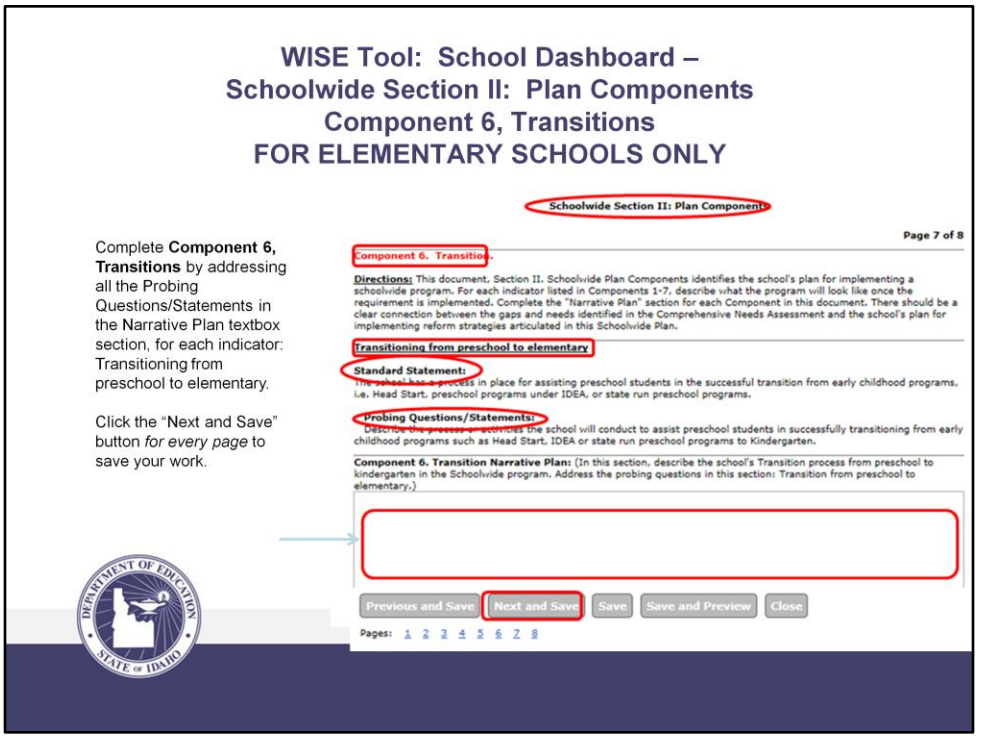
Complete Component 4, Instruction by highly qualified teachers by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Attracting highly qualified teachers, High quality and on-going professional development, resources, and Including teachers in the use of academic assessments.

Click the "Next and Save" button *for every page* to save your work.

Here is the Narrative Plan text box section where all the probing questions/statements are addressed.
Be sure to click the "Next and Save" button *for every page* to save your work.



Complete **Component 5, Family and Community Involvement** by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Parents and the schoolwide program planning process and parent involvement policy.

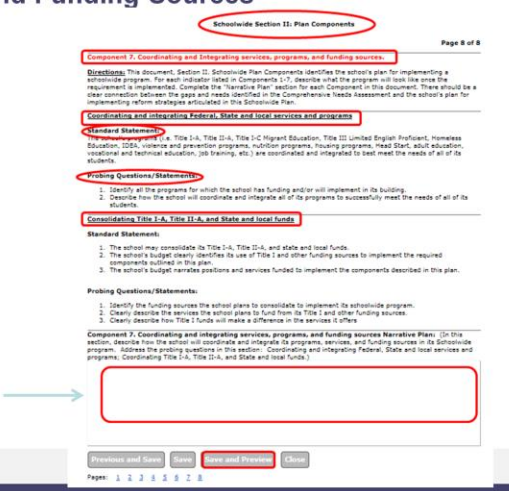


Notice that this indicator is only for elementary schools.

WISE Tool: School Dashboard – Schoolwide Section II: Plan Components Component 7, Coordinating and Integrating Services, Programs, and Funding Sources

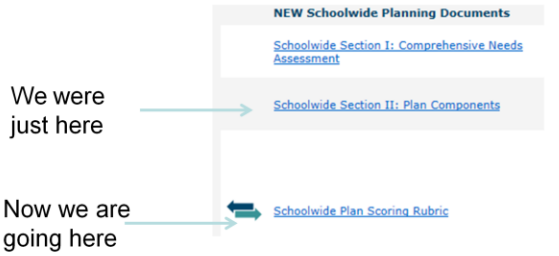
Complete **Component 7, Coordinating and Integrating Services, Programs, and Funding Sources** by addressing all the Probing Questions/Statements in the Narrative Plan textbox section, for each indicator: Coordinating and integrating Federal, State and local services and programs and Consolidating Title I-A, Title II-A, and State and local funds.

Click the "Next and Save" button *for every page* to save your work.



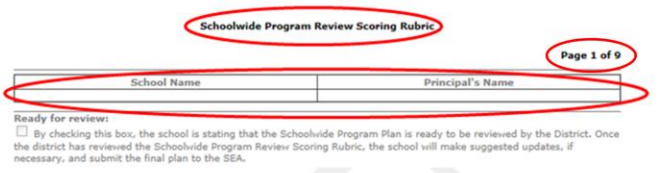
This completes the Section II: Schoolwide Plan Components.

WISE Tool: School Dashboard – Schoolwide Plan Scoring Rubric



WISE Tool: School Dashboard – Schoolwide Plan Scoring Rubric

Complete the top portion of the form – School Name and Principal's Name. Check the box indicating that the Plan is ready to be reviewed by the District. Click on the "Save and Send for Review" button. This will notify the district through an email that the Comprehensive Needs Assessment and Schoolwide Plan Components documents are ready to be reviewed.



Schoolwide Program Review Scoring Rubric

Page 1 of 9

School Name	Principal's Name

Ready for review:

☐ By checking this box, the school is stating that the Schoolwide Program Plan is ready to be reviewed by the District. Once the district has reviewed the Schoolwide Program Review Scoring Rubric, the school will make suggested updates, if necessary, and submit the final plan to the SEA.

IMPORTANT: It is very important that district contact information is updated and current, so that the notification is sent to the correct people.

Moving from the School Dashboard to the District Dashboard

- The school has completed its process; now it's the District's turn to read, give feedback and approve the Comprehensive Needs Assessment and Schoolwide Plan Components.

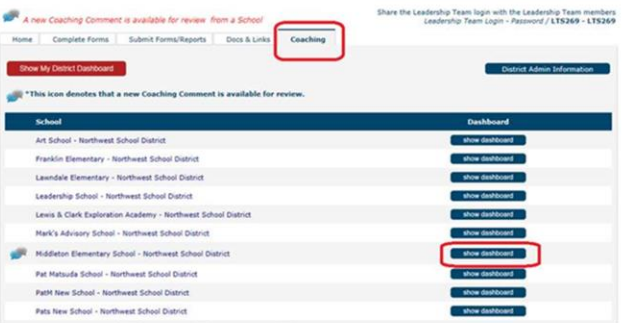
WISE Tool Log-in

www.centerii.org

Contact Shasta at 208.426.2154 or soswald@sde.idaho.gov

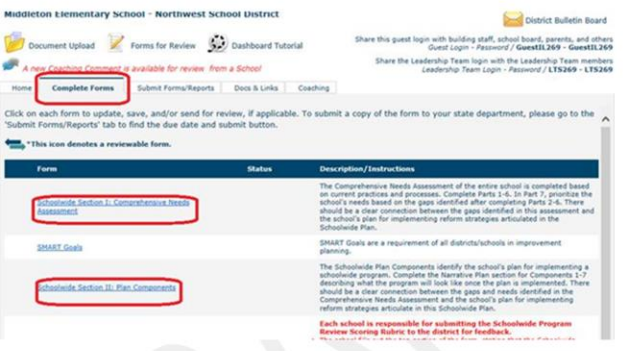
WISE Tool: District Dashboard – Accessing the school's Comprehensive Needs Assessment and Schoolwide Plan documents

Click on the Coaching tab and then click on the appropriate school's "Show Dashboard" button.

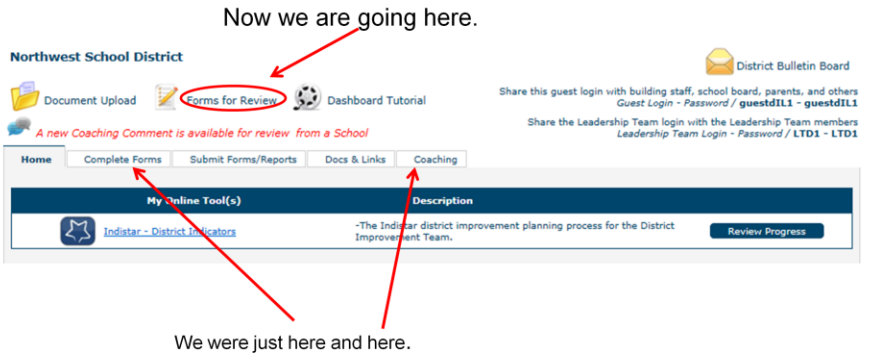


WISE Tool: District Dashboard – Accessing the school's Comprehensive Needs Assessment and Schoolwide Plan documents

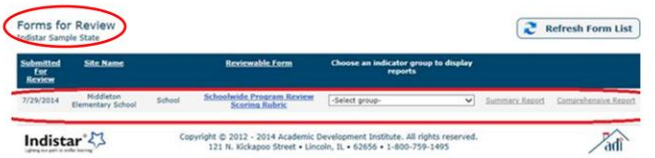
Click to either view or print the *Schoolwide Section I: Comprehensive Needs Assessment* and the *Schoolwide Section II: Plan Components* document.
With these open or printed, you are ready to complete the Schoolwide Rubric!



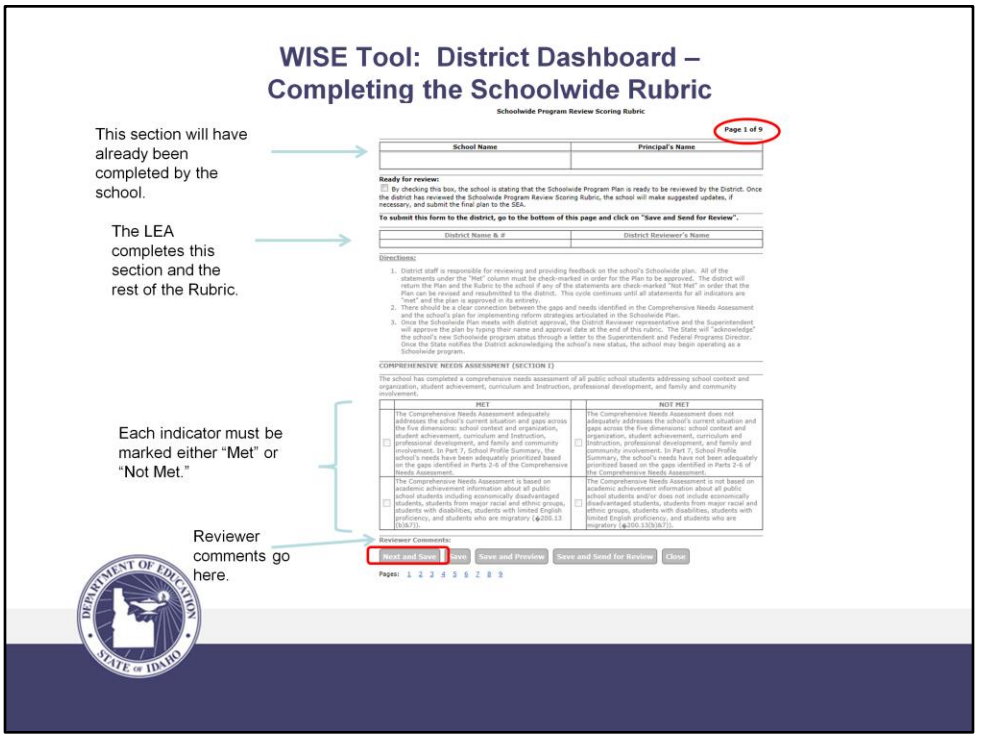
WISE Tool: District Dashboard – Accessing the Schoolwide Rubric



WISE Tool: District Dashboard – Completing the Schoolwide Rubric

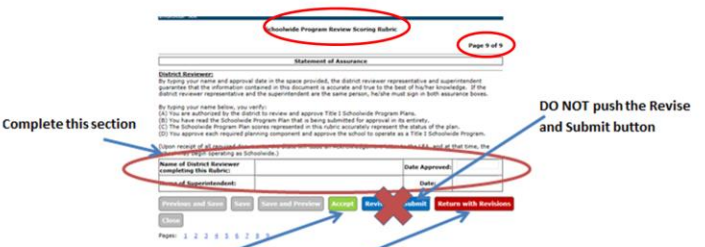


- Click on the Schoolwide Program Review Scoring Rubric for the appropriate school.
- Complete the District Name & # and District Reviewer's Name section of the Schoolwide Program Review Scoring Rubric.
- Complete the Comprehensive Needs Assessment (Section I) by indicating in the check boxes either "Met" or "Not Met" for the two indicators.
- Add comments in the "Reviewer Comments" text box.
- Click the **Next and Save** button to go to the next page. **(If "Next and Save" is not clicked, then your work will be lost after 45 minutes.)**
- Complete Component 1 (page 2) through Component 7 (page 8)
  - For each indicator, mark either the "Met" or "Not Met" checkboxes
  - Add comments in the "Reviewer Comments" text box
  - Click the "Next and Save" button at the bottom of each page.
- On page 9, Statement of Assurance, complete the four text boxes.
  - Click "Save and Preview"
  - Push the **Accept** button **OR** push the **Return with Revisions** button
  - **DO NOT USE THE Revise and Submit BUTTON**



This is the first page of Schoolwide Rubric. This process continues through the eighth page.

WISE Tool: District Dashboard – Completing the Schoolwide Rubric

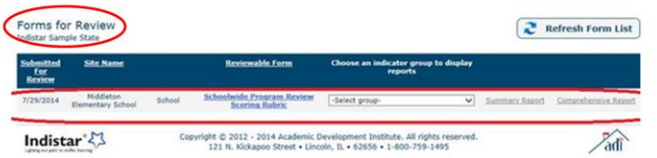


Pushing the **Accept** button means all indicators have been marked "Met" and the school will be notified via email. When the school submits these forms via the WISE Tool, the ISDE Title I coordinator will be notified via email.
Pushing the **Return with Revisions** button will notify the school that revisions need to be made. After the school makes the necessary changes, the process is repeated.

This is a screen shot of the last page of the Rubric.

This is the last page of the Rubric. The buttons show up on every page. Do not click on the "Accept" or "Needs Revision" button until the last page, Page 9.

WISE Tool: District Dashboard – Completing the Schoolwide Rubric



NEEDS REVISION:

- Clicking on the "Return with Revisions" button indicates that the district has marked at least one indicator as "Not Met."
- The school principal and process manager will receive an email notification that a form has been reviewed from the district.
- After the school makes the necessary changes, the school clicks the "Send for Review" button on the Rubric again, repeating this process.

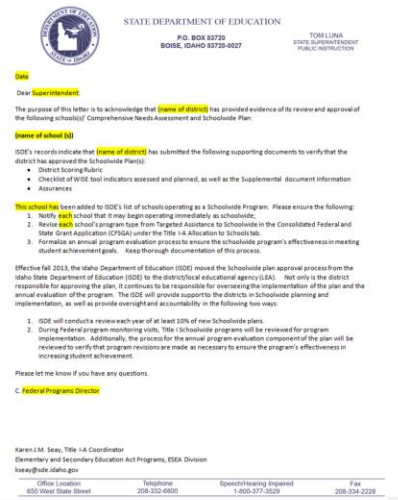
APPROVAL:

- Clicking on the "Accept" button indicates the district has marked all indicators "Met."
- The school principal and process manager will receive an email notification that a form has been reviewed from the district.
- The school clicks Submit buttons for the following under the "Submit Forms/Reports" tab: Comprehensive Needs Assessment, Schoolwide Plan Components, and the Schoolwide Rubric.

When the school clicks on the submit buttons for these documents, the ISDE Title I-A coordinator will be notified through an email.

Acknowledgement letter

- An acknowledgement letter, recognizing the school as schoolwide, is created by the State and emailed to the LEA.
- Once the LEA receives the acknowledgement letter, the school may begin operating as schoolwide immediately!



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Date

Dear Superintendent

The purpose of this letter is to acknowledge that (name of district) has provided evidence of its review and approval of the following school(s)' Comprehensive Needs Assessment and Schoolwide Plan:

(name of school (s))

ISDE's records indicate that (name of district) has submitted the following supporting documents to verify that the district has approved the Schoolwide Plan(s):

- District Scoring Rubric
- Checklist of WISE tool indicators assessed and planned, as well as the Supplemental document information
- Assurances

This school has been added to ISDE's list of schools operating as a Schoolwide Program. Please ensure the following:

1. Notify each school that it may begin operating immediately as schoolwide;
2. Revise each school's program type from Targeted Assistance to Schoolwide in the Consolidated Federal and State Grant Application (CFSGA) under the Title I-A Allocation to Schools tab.
3. Formalize an annual program evaluation process to ensure the schoolwide program's effectiveness in meeting student achievement goals. Keep thorough documentation of this process.

Effective fall 2013, the Idaho Department of Education (ISDE) moved the Schoolwide plan approval process from the Idaho State Department of Education (ISDE) to the district/local educational agency (LEA). Not only is the district responsible for approving the plan, it continues to be responsible for overseeing the implementation of the plan and the annual evaluation of the program. The ISDE will provide supportto the districts in Schoolwide planning and implementation, as well as provide oversight and accountability in the following two ways:

1. ISDE will conduct a review each year of at least 10% of new Schoolwide plans.
2. During Federal program monitoring visits, Title I Schoolwide programs will be reviewed for program implementation. Additionally, the process for the annual program evaluation component of the plan will be reviewed to verify that program revisions are made as necessary to ensure the program's effectiveness in increasing student achievement.

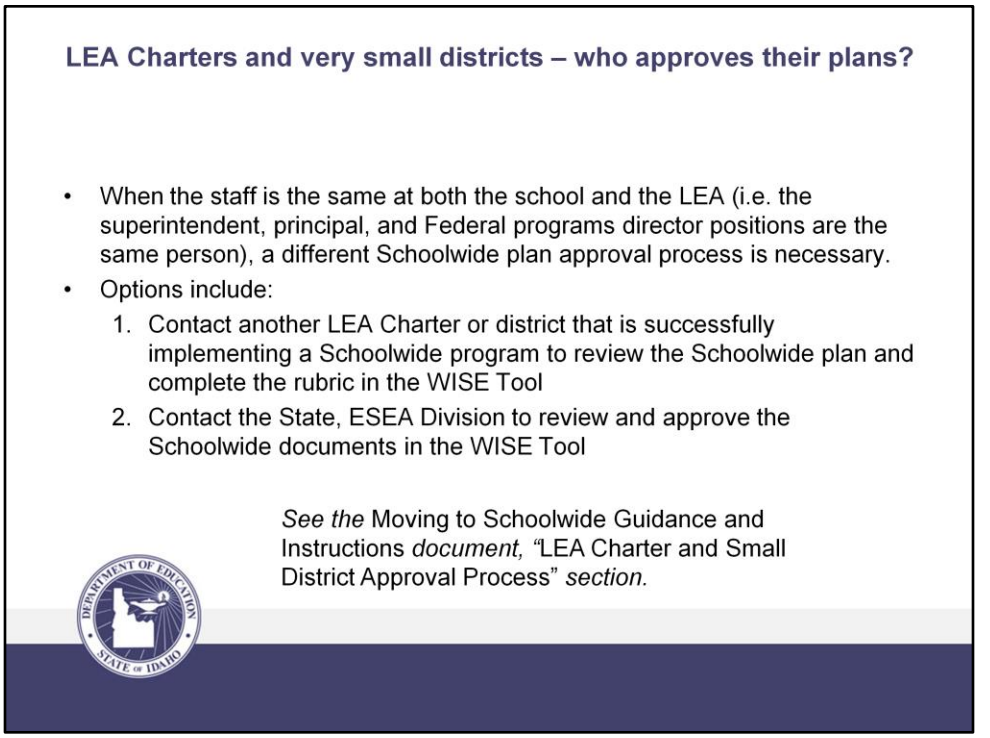
Please let me know if you have any questions.

C. Federal Programs Director

Karen J.M. Seay, Title I-A Coordinator
Elementary and Secondary Education Act Programs, ESEA Division
kseay@sde.idaho.gov

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228

After the rubric has been completed by the district and the district has identified each indicator as “Met”, the school clicks on the submit buttons notifying the State that the process is complete. The documents are reviewed for completion and an acknowledgement letter is written.



The State has an expectation that the reviewer/approver of the Schoolwide Comprehensive Needs Assessment and Program Plan documents is different from the team that created the Schoolwide documents. This affects LEA Charters and small districts where the principal, superintendent, and Federal programs director are all the same person.

The ISDE is in the process of developing a list of potential district contacts to read, provide feedback, and approve the Schoolwide documents in the WISE for an LEA Charter/small district
The LEA Charter/small district agrees to accept and respond to feedback from the reviewing Charter/district
The reviewing/approving districts attends the webinar or onsite training for completing the new Schoolwide process in the WISE

Another option is for the state to review and approve the schoolwide documents.

Annual Program Evaluation

- The LEA is responsible for ensuring that the school annually evaluates the effectiveness of its program.
- Resources:
  - See the "Annual Comprehensive Evaluation Process" section of the Moving to Schoolwide Guidance and Instructions document
  - Visit http://www.sde.idaho.gov/site/title_one/program.htm (and click on the Schoolwide Programs tab) for a sample evaluation form from one school
  - There may be an opportunity in the future to review and revise the school's Scholwide Plan in the WISE Tool as an option for the program evaluation component.

- Karen Seay – kseay@sde.idaho.gov or 208.332.6978
- Shasta Oswald – soswald@sde.idaho.gov or 208.426.2154
- Marcia Beckman, Director: mmbeckman@sde.idaho.gov or 208.332.6953

Please give us your feedback –
How can we best support you through the
new Schoolwide Planning process?