

Iowa Department of Education

SCHOOLWIDE OPERATING PROGRAMS

Note: If the local education agency operates a schoolwide program, the Schoolwide Operating Programs form must be completed in order to receive Title I Application approval. (See special instructions below if your LEA does not have a SWP.)

For technical assistance with Schoolwide programs, contact Rick Bartosh at rick.bartosh@iowa.gov or 515-281-0368.

At the heart of the No Child Left Behind Act of 2001 (NCLB) is a section that encourages LEAs to consolidate Federal funds to upgrade the entire educational program of eligible high poverty schools. These **schoolwide programs (SWPs)** provide the flexibility schools need to assist all students to meet the proficient or advanced levels of local academic achievement standards.

SCHOOL ELIGIBILITY

Since the 2002-2003 school year, the schoolwide program option has been available to schools that serve **40 percent** or more students from low-income families in their school or attendance area—provided the LEA has adequate funding to operate an effective program.

SWP BENEFITS

An eligible school, in consultation with its LEA, makes the decision to become a schoolwide program. Once that decision is made, a school remains a SWP for the remainder of the current legislation or until the decision is reversed. The school maintains its schoolwide status even if the poverty threshold in their attendance area falls below the 40 percent level. Since the decision to “go schoolwide” is a long-term decision, eligible schools often want to consider the benefits of becoming a SWP.

Proponents have suggested that SWPs have the following advantages:

- ◆ *SWPs offer more service delivery options for Title I and other Federal program services;*
- ◆ *“Title I students” are not singled out;*
- ◆ *Student needs can be met more effectively;*
- ◆ *Federal program resources are available to all students;*
- ◆ *SWPs offer greater staffing flexibility;*
- ◆ *Professional development activities can be extended to more staff;*
- ◆ *Federal programs can be integrated and coordinated with State and local initiatives.*

SWP USE OF FUNDS

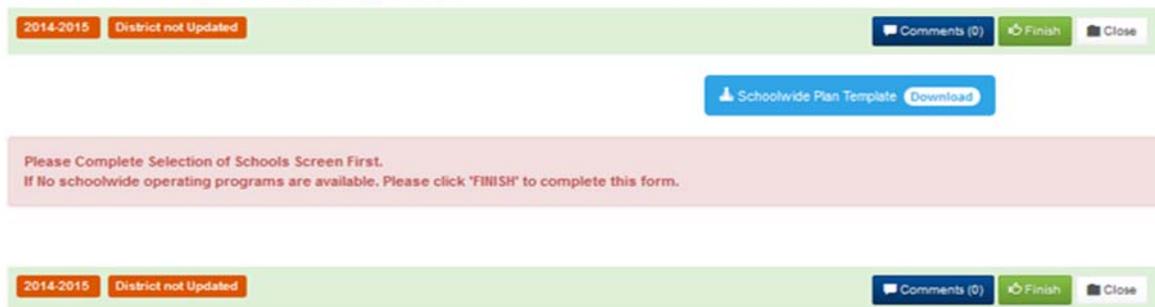
LEAs with eligible SWPs may consolidate Title I, Part A funds with most other Federal noncompetitive formula grant program funds. Typically, these other Federal funding sources might include:

- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk.

Part (c) of section 1114 makes it clear that **SWPs may use their funds to establish or enhance prekindergarten programs** for children under six. Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement. Where appropriate, the school may coordinate and integrate parent involvement programs that encourage and support parents in more fully participating in the education of their children.

LEAs WITH NO SWP

Schoolwide Operating Programs



Note: If your district only offers a Title I program to a targeted student population, click the **Finish** button to return to the Title I Home screen and move on to the next required form.

COMPARISON OF TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

Title I, Part A
P.L. 107-110
No Child Left Behind

Comparing Title I Service Delivery programs for Title I, Part A

Targeted Assistance Programs (TAP)

Schoolwide Programs (SWP)

<ul style="list-style-type: none"> ◆ A school is eligible for a targeted assistance program if it serves an eligible Title I school attendance area. ◆ With a few exceptions, “eligible attendance area” refers to a school attendance area or school in which the percentage of low-income children in the district as a whole, or is at least 35 percent. 	<ul style="list-style-type: none"> ◆ A school is eligible if it has a poverty level of at least 40 percent and is receiving Title I funding. However, an eligible school is not required to operate a schoolwide program.
<ul style="list-style-type: none"> ◆ No comparable provisions to the SWP. ◆ The LEA plan includes a general description of targeted assistance school activities. ◆ Description of service delivery is indicated through on-line application narratives. 	<ul style="list-style-type: none"> ◆ In order to implement a schoolwide program, an eligible school must first develop a comprehensive plan (in consultations with the LEA and school support team, and with the involvement of the community to be served and the individuals who will carry out the plan) for reforming the total instructional program. ◆ The law requires a one-year planning period. ◆ The schoolwide program requires an annual evaluation. ◆ The written plan will be updated annually and submitted to the State Title I office.

Targeted Assistance Programs (TAP)

Schoolwide Programs (SWP)

<ul style="list-style-type: none"> ◆ A targeted assistance program school uses Part A funds to support programs for eligible children, i.e. children that are failing or most at risk of failing to meet local academic standards. 	<ul style="list-style-type: none"> ◆ A schoolwide program school uses Part A funds to upgrade the entire educational program of the school. Part A funds can be used to serve all children. ◆ A schoolwide program is not required to identify particular children as eligible to participate in services.
<ul style="list-style-type: none"> ◆ A targeted assistance school <u>must</u> use Part A funds only to supplement, and in no case supplant, the amount of funds that, in the absence of Part A funds, would be made available from non-federal funds for Title I participants. ◆ Services provided with Title I funds must be in addition to the district-required services. ◆ Title I funds may not be used to replace district funds. 	<ul style="list-style-type: none"> ◆ A schoolwide program may use Part A funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. ◆ A schoolwide program, however, is not required to provide supplemental services to specific children (i.e., a schoolwide program may use Part A funds to serve any and all children in the school). ◆ Title I funds may not be used to replace district funds.
<ul style="list-style-type: none"> ◆ Coordination with other program services is expected. Commingling or combining funds is not permitted. 	<ul style="list-style-type: none"> ◆ In a schoolwide program school, Part A funds may be combined with other federal, state, and local funds to upgrade the entire educational program at the school.
<ul style="list-style-type: none"> ◆ School personnel who are paid with Part A funds may: <ul style="list-style-type: none"> ○ Assume limited duties that are assigned to similar personnel who are not paid with Part A funds, including non-instructional duties, as long as the amount of time spent on these duties is the same proportion of total work time as prevails with respect to similar personnel at the same school; ◆ Participate in general professional development and school planning activities. 	<ul style="list-style-type: none"> ◆ No comparable provisions because there are no distinctions between staff who may be paid with Part A funds and other staff. All staff support the schoolwide program.
<ul style="list-style-type: none"> ◆ Paraprofessionals in a Title I Targeted Assistance building must meet NCLB qualifications only if they are paid with Title I funds. ◆ Refer to Public Law 107-110 at educateiowa.gov 	<ul style="list-style-type: none"> ◆ Paraprofessionals employed in a Title I Schoolwide building must meet NCLB qualification requirements regardless of funding (e.g. paraprofessionals paid with district funds, special education funds, or Title I funds must be qualified). ◆ Refer to Public Law 107-110 at educateiowa.gov

Targeted Assistance Programs (TAP)**Schoolwide Programs (SWP)**

<ul style="list-style-type: none"> ◆ A targeted assistance school assists participating children in meeting proficient and advanced levels of performance by: <ul style="list-style-type: none"> ○ Coordinating Part A resources with other resources; and ◆ Reviewing, on an ongoing basis, the progress of participating children, and revising the targeted assistance program as necessary to help participating children meet LEA standards. 	<ul style="list-style-type: none"> ◆ A schoolwide program school helps all children meet local academic standards ◆ Schoolwide program schools have a great deal of flexibility in coordinating resources. For example, in addition to the provisions stated in the boxes above, the law states that the U.S. Secretary of Education may exempt schoolwide programs from statutory or other regulatory provisions of any other formula or discretionary grant program administered by the Secretary to support schoolwide programs if the intent and purpose of these programs are met.
<ul style="list-style-type: none"> ○ Targeted assistance school programs are subject to school improvement provisions (§1116 and §1117). 	<ul style="list-style-type: none"> ◆ Schoolwide programs are subject to school improvement provisions (§1116 and §1117).
<ul style="list-style-type: none"> ◆ Targeted assistance school programs must comply with Part A requirements for parent involvement (§1118). 	<ul style="list-style-type: none"> ◆ Schoolwide programs must comply with Part A requirements for parent involvement (§1118). This applies to parents of all children attending the building.
<ul style="list-style-type: none"> ◆ Targeted assistance school programs must comply with Part A requirements for professional development (§1119). 	<ul style="list-style-type: none"> ◆ Schoolwide programs must comply with Part A requirements for professional development (§1119).
<ul style="list-style-type: none"> ◆ Reading teachers must meet Iowa licensure requirements. Contact the Iowa Board of Educational Examiners at http://www.boee.iowa.gov. 	<ul style="list-style-type: none"> ◆ Reading teachers must meet Iowa licensure requirements. Contact Iowa Board of Educational Examiners at http://www.boee.iowa.gov.

ADDITIONAL CONSIDERATIONS OF SWPS

The purpose of operating a schoolwide program is to ensure that ALL students benefit from this organizational structure. That does not mean that every child receives individual services; but rather that professional development activities, material purchases, scheduling changes, and personnel decisions can impact the learning opportunities for EVERY child. In order for a schoolwide plan to meet expected guidelines, it MUST reflect programming that is substantially different than the typical targeted assistance program.

NEWLY ELIGIBLE SCHOOLS

Newly eligible schools will initiate a one-year schoolwide planning process. Schools wishing to begin the planning process should inform the state Title I office of this intention by phone or e-mail and fill out the "Schoolwide Indication of Planning" screen on the Title I application web site. During the planning year, the school must continue to operate as a Targeted Assistance program. A SWP planning team must be established. The team must include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, building principals, administrators, and all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school.

The finished schoolwide plan is in effect for the duration of the current legislation or until a building decision is made to return to targeted assistance status. The SWP plan should be reviewed and revised annually by the schoolwide committee. The plan must be available to parents and the public in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand. Copies of the Schoolwide plan should be on file and available at the district central office and at the building level.

Note: Private schools do not have the option of operating schoolwide programs and may only operate as a targeted assistance program. Only eligible students may be served in the private school Title I program.

EXISTING SCHOOLWIDE PROGRAMS

All existing schoolwide programs must amend their current schoolwide program plans to include the new requirements of NCLB. The SWP committee should review the expectations of NCLB and amend the entire plan as appropriate with particular attention to the scientifically based research requirements. All ten components must be addressed in the updated plans. Guidance from the US Department of Education emphasizes that the schoolwide plan must be updated annually and include that it is for the **2015-2016** school year and the correct grade levels for its building. A copy of the revised SWP plan must be uploaded to the Title I application Schoolwide Operating Programs form no later than September 15, 2014.

✓ **TIP: The Selection of Schools form must be “District Finished” status before attempting to complete the Schoolwide Operating Programs form.**

Local education agencies that have been approved to receive Title I funds to implement schoolwide programs in one or more Title I buildings, must participate in the completion of the Schoolwide Operating Programs form. To be eligible to be approved to operate as a schoolwide program, the building poverty rate must exceed 40% on the Selection of Schools form and the building staff must have completed a year of planning prior to program implementation. The Title I Application together with the development of each building schoolwide plan and the LEA's Comprehensive School Improvement Plan encompasses the basic requirements of the Title I legislation connected with the LEA's schoolwide program.

Note: An updated copy of the current building schoolwide plan must be annually uploaded to the Title I Application before Title I funding will be released.

SWP PLANS (THE WRITTEN DOCUMENT)

Any eligible school that desires to operate a SWP must develop (or amend) a comprehensive plan for reforming the total instructional program in the school. Schoolwide guidance from the U.S. Department of Education (www2.ed.gov/policy/elsec/guid/designingswpguid.doc) emphasizes that the schoolwide plan must be updated annually and gives more focus to evaluation. In particular, it states that the initial stages of schoolwide planning – needs assessment and preparation of the plan – involve setting the stage for later evaluation. In other words, when preparing a needs assessment, a school or LEA should identify how it can establish benchmarks for a plan, and when preparing a plan, it should build in a feedback loop that uses evaluation results to improve implementation. The guidance also highlights the importance of the following:

- Establishing annual priorities in the planning section. Don't tackle everything in the needs assessment at once; prioritize and address the top three needs. The plan should be comprehensive, embracing all grades and all subjects.
- The criteria for success can be an increase in achievement or an increase in activities that lead to student achievement, such as parental involvement or professional development of highly qualified teachers.
- Having two questions for evaluation: Is it being implemented correctly? and, Is the plan effective?
- Using outside reviewers for evaluation – if not every year, perhaps every two years.

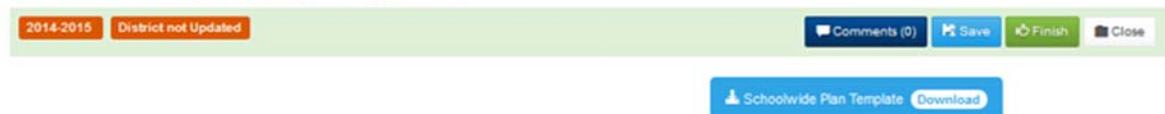
All schoolwide buildings must annually submit a revised schoolwide plan to the Iowa Department of Education. Close attention should be paid to the inclusion of all components in the updated plans. This plan must include:

1. **The ten components** outlined and how they will be implemented;
2. **A list** of related State and Federal programs to be included in the SWP;
3. **A description** of how the school will use its consolidated resources to implement the SWP components;
4. **A description** of how the school will provide individual student assessment results to parents in a language and format the parents can understand;
5. **A description** of the annual evaluation process for SWP.
6. **A list** of the SWP committee members.
7. **The completed** Title I SWP Template.

All Iowa Title I schoolwide programs must upload their updated plans for 2015-2016 to the Title I Application Schoolwide Operating Programs form. Each new/revised plan must include that it is addressing the **2015-2016** school year and the correct grade levels for its building. Districts with more than one schoolwide program building **must** submit a plan for each building. Each schoolwide program building plan must be specific to that building. Title I application approval is conditional upon the receipt of this plan.

Note: Submission of the schoolwide plan **does not** replace the required participation in the development of the LEA's Comprehensive School Improvement Plan (C-Plan).

Schoolwide Operating Programs



The user will click the **Schoolwide Plan Template** button or use the following link <https://www.educateiowa.gov/documents/title-i/2013/05/schoolwide-plan-checklist> to download a document in Word format from the Iowa Department of Education web site to complete.

Title I Schoolwide Plan 2015-2016

- Review the Title I Schoolwide Plans to ensure that all ten components and requirements have been met. The LEA is responsible for approval of each Schoolwide building plan.
- Upload this completed plan for each Title I Schoolwide building at the Iowa Department of Education Title I Application site – Schoolwide Operating Programs screen.
- Plans are due September 15.

Date	
District Name	
School Name	
Building Grades	
Building Principal	

<p>Schoolwide Program Planning & Review Team (Required)</p> <p>This team is responsible for planning, developing, revising, and evaluating the Schoolwide plan. The team does not need to be named "Schoolwide Team," but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents. Middle schools and high schools need student members.</p>	<p>List members' names and titles. This committee <u>must include parent representation</u> for this specific building.</p> <table border="1"> <thead> <tr> <th data-bbox="483 254 1019 281">Name</th> <th data-bbox="1019 254 1523 281">Title</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 281 1019 308">Example: Pat Edwards</td> <td data-bbox="1019 281 1523 308">Third Grade Teacher</td> </tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Name	Title	Example: Pat Edwards	Third Grade Teacher																		
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Example: Pat Edwards	Third Grade Teacher																						
<p>Dates this team will meet during 2015-2016</p>	<p>(Example: Sept 20, Nov 13, Feb 12, May 10)</p>																						

§1114(b) TEN COMPONENTS OF A SCHOOLWIDE PROGRAM

All Schoolwide Plans must include the following ten components:

<p>Component 1</p> <p>§1114(b)(1)(A) A COMPREHENSIVE NEEDS ASSESSMENT of the entire school</p> <ul style="list-style-type: none"> • Provide a brief description of the school, attendance area, and surrounding community. • Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, homeless, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children. • Summarize strengths and needs of the school's current educational program. • As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the <u>schoolwide plan</u>.

Insert the Comprehensive Needs Assessment for this schoolwide building here.

<p>Component 2</p> <p>§1114(b)(1)(B) SCHOOLWIDE REFORM STRATEGIES</p> <ul style="list-style-type: none"> • Provide opportunities for all children to meet proficient and advanced levels of student academic achievement. • Use effective methods and instructional strategies that are based on scientifically based research that - <ul style="list-style-type: none"> ○ -strengthen the core academic program ○ -increase the amount of learning time (extended school year, before- and after-school and summer programs and opportunities) ○ -help provide an enriched and accelerated curriculum ○ -include strategies for serving underserved populations ○ -include strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards; ○ -address how the school will determine if those needs of the children have been met ○ -are consistent with and are designed to implement state/ local improvement plans.
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Insert the Schoolwide reform strategies section for this schoolwide building here.

Component 3

§1114(b)(1)(C) INSTRUCTION BY HIGHLY QUALIFIED TEACHERS in all core content area classes

- Describe how the school will ENSURE a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.
- Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.

The paraprofessional requirements outlined in NCLB are applicable to ALL paraprofessionals employed in a school operating a schoolwide program regardless of funding sources (e.g. paraprofessionals paid with special education funds, general funds and/or Title I funds). Refer to Public Law 107-110, which can be found at educateiowa.gov. There is no grace period for acquiring the qualifications. All paraprofessionals must be highly qualified upon employment in a Title I schoolwide building.

Insert highly qualified teachers and paraprofessionals section for this schoolwide building here.

Component 4

§1114(b)(1)(D) HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT for teachers, principals, and paraprofessionals

- Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.
- Describe how the school will implement high quality and ongoing professional development.

Insert professional development section for this schoolwide building here.

Component 5

§1114(b)(1)(E) STRATEGIES TO ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS to this school

- Hiring incentives, examples: additional benefits, mentoring programs, tuition reimbursements, etc.

Insert strategies to attract highly qualified teachers section for this Schoolwide building here.

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Component 6

§1114(b)(1)(F) STRATEGIES TO INCREASE PARENTAL INVOLVEMENT in accordance with §1118, such as literary services

- Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
- Describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.
- Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.
- List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.)
- Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan

The Title I parent involvement requirements are the same for schoolwide programs and targeted assistance programs. However, in a schoolwide program, the parent involvement requirements pertain to ALL students in the school. This includes the Parent-School Compact, the Title I Parent Involvement Policy, and the annual parent meeting. SWP plans should reflect how parents provide input into the planning, implementation and review of the program. An annual evaluation of the Title I Parent Involvement Program is required.

Insert parent involvement strategies section for this Schoolwide building here.

Component 7

§1114(b)(1)(G) PLANS FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION from early childhood programs to local elementary school programs, (Elementary to Middle school, or Middle School to High School, where applicable to this building.)

- Describe district/building transition strategies, before kindergarten round up, home visits, placement programs, etc.

Insert transition plans section for this Schoolwide building here.

Component 8

§1114(b)(1)(H) MEASURES TO INCLUDE TEACHERS in decisions regarding the use of academic assessments

- Describe opportunities and expectations for TEACHERS to be INCLUDED in the decision making related to the use of academic ASSESSMENT RESULTS leading to the improvement of student achievement.

Insert teacher involvement measures section for this Schoolwide building here.

Component 9

§1114(b)(1)(I) PLANS FOR ASSISTING STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING THE PROFICIENT OR ADVANCED LEVELS OF ACADEMIC ACHIEVEMENT

- Describe the intensive assistance programs and activities at the school level that ensure all students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.
- Describe the identification, instruction and monitoring processes used
- Describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.

Insert plans for assisting students section for this Schoolwide building here.

Component 10

§1114(b)(1)(J) PLANS FOR COORDINATION AND INTEGRATION of federal, state, and local services and programs

- May include programs under NCLB, nutrition programs, housing programs, Head Start, adult education, and technical training programs).
- **Must specifically address** the educational needs of and coordination with other services for **homeless students**, such as housing programs (ESEA, §1114(b)(1)(j)).

Insert plans for coordination and integration section for this Schoolwide building here.

§1114(b)(2)(B)(iii) PLANS FOR ANNUAL EVALUATION

- The school must evaluate annually the outcomes and the plan's implementation to determine whether
 - -the academic achievement of all students, and particularly of the low-achieving students, improved;
 - -the goals and objectives contained in the plan were achieved; and
 - -if the plan is still appropriate as written.
- Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

Each schoolwide program building must have its own SWP Planning/Evaluation team. In addition to the ten required components, the schoolwide plan must include the following with respect to the annual evaluation process for schoolwide programs:

- ❖ The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the schoolwide plan must describe how the school will

provide individual student assessment results, including the interpretation of those results, to parents of the student.

- ❖ Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

Insert plans for annual evaluation section for this Schoolwide building here.

Once the schoolwide plan is complete the user should save the document within their computer files in Word or PDF format.

Schoolwide Operating Programs

Blg. No.	Name of Attendance Center	Grade Levels Housed	Status(*)	Percent	Initial Schoolwide Planning Year	Year Initial Schoolwide Program Began	Schoolwide Program Plan
0436	AGWSR Elementary at Welsburg	K-02	S	40.59	<input type="text"/>	<input type="text"/>	<input type="button" value="Upload"/>

The user is required to complete the Schoolwide Operating Programs form of the Title I application if the LEA has one or more Title I buildings that have been approved to operate as a schoolwide program. To be eligible to implement a schoolwide program in the current year, the building low-income must be at least 40% and the building staff must have participated in a year of planning prior to program implementation.

Title I SWP buildings that were identified as schoolwide (status = S) on the Selection of Schools form, will appear automatically in the above table of the Schoolwide Operating Programs form. For each SWP building, the user should enter the school year in which initial schoolwide planning took place and the school year when the initial SWP began. The user will click the **Upload** button to browse the LEA computer files and attach the copy of the building Schoolwide plan. The user must perform these same steps for each building offering a Title I schoolwide program during the current school year. **Note: This form may only be used after a building has been through a year of planning.**

Note: The Schoolwide Operating Programs form together with the LEA's Title I Application and the LEA's C-Plan encompasses the basic requirements of the Title I legislation connected with schoolwide programs including assurances, lobbying and debarment, and the schoolwide program plan.

Once the Schoolwide Operating Programs form has been completed, SWP plans uploaded and the **Finish** button clicked, the user should receive the "District Finished" status and the Schoolwide Operating Programs form moved to the bottom of the Title I Home screen form list.

- ✓ **TIP: If your LEA is planning to initiate a schoolwide program, you must contact the State Title I office to notify them of your intentions to plan for a Schoolwide Program. The building will operate as a targeted assistance program in the current school year.**

Click Upload Parent Policy and Compact form to be completed next.