



Title I Schoolwide Planning Components/Template

Date:	
School:	
District:	
Principal:	
Email:	
Address:	
City:	Zip:
Phone:	Fax:
Federal Programs Coordinator:	
Coordinator Email:	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Please indicate your school's most recent NCLB/AYP status:

- | | |
|---|---|
| <input type="checkbox"/> Met AYP
<input type="checkbox"/> Warning
<input type="checkbox"/> School Improvement II | <input type="checkbox"/> Making Progress in School Improvement I
<input type="checkbox"/> Corrective Action II (1ST year)
<input type="checkbox"/> Making Progress in Corrective Action I |
|---|---|

School Demographics

Low Income Percentage	%
Ethnic/Racial Breakdown	
White	%
Black	%
Hispanic	%
Asian/Pacific Islander	%
Native American	%

School Grade Span:		to	
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School Enrollment	
IEP Students	%
ELL Students	%
Migratory Students	%
Homeless Students	%

Highly Qualified Teachers	%
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If not all teachers are highly qualified, funds must be set aside and used to ensure that all teachers become highly qualified. See Teacher Quality and Professional Development Section.

PSSA Data	Below Basic	Basic	Prof	Adv
Reading				
Math				
Science				

If Not Making AYP Identify Group(s) Not Meeting Targets (Circle All That Apply)

Graduation		Attendance		
Reading:				
All	IEP	ELL	ECD	Racial/Ethnic*:

Math:				
All	IEP	ELL	ECD	Racial/Ethnic*:

**Identify the Racial/Ethnic group(s) not meeting AYP targets using the following:*

W= White B= Black H= Hispanic A= Asian NA= Native American

----- PDE / DFP USE ONLY -----

Date Rec'd:	Date Approved:
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Schoolwide Planning Information

Planning: An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. NCLB requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.

Planning Team:

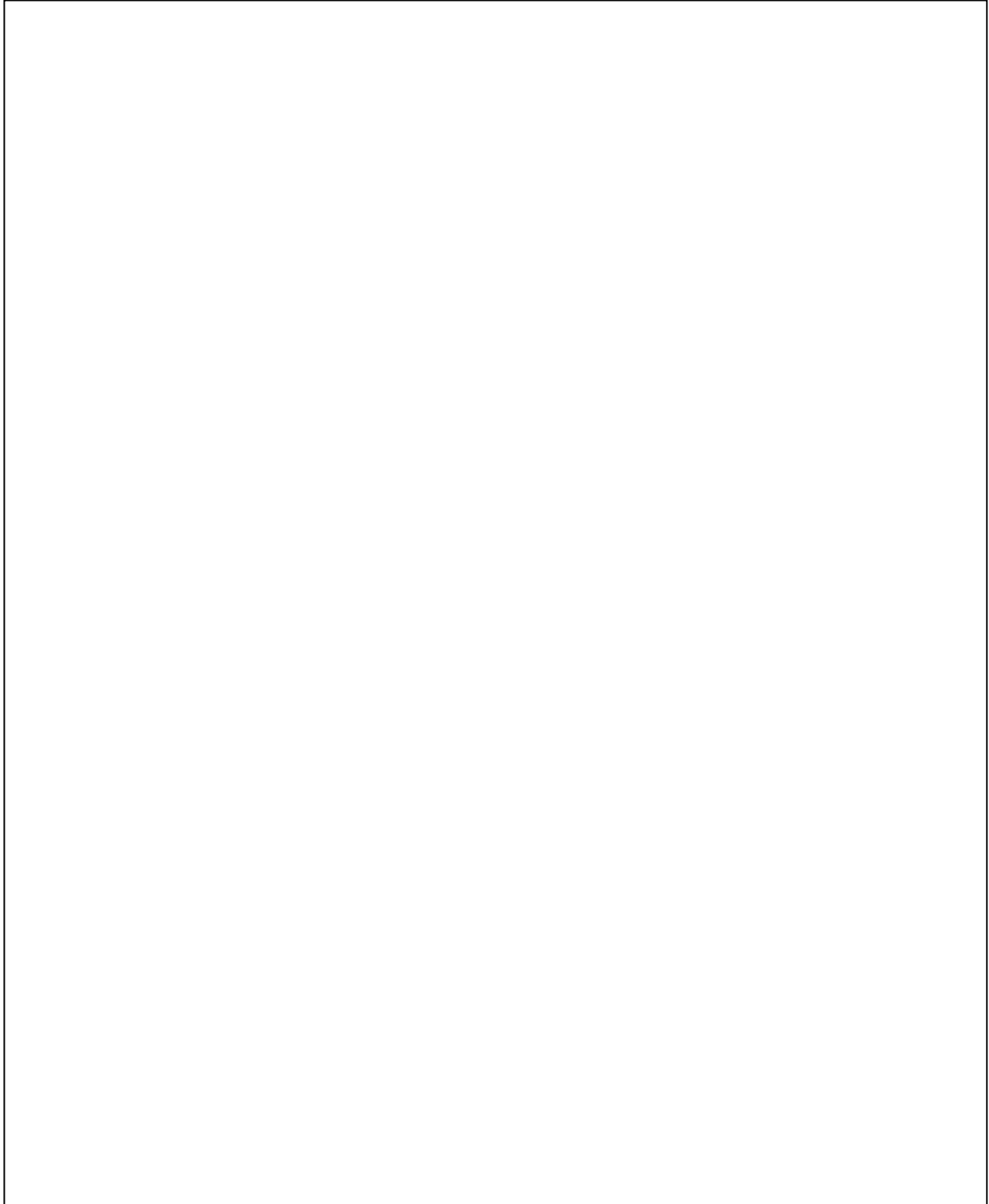
Name of Team Member	Position/Representation
SW Planning Period: <input type="checkbox"/> 1 Year Planning Period	<input type="checkbox"/> Less Than 1 Year Planning Period*

***If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

Needs Assessment

The basis of a solid schoolwide plan must be the results of a comprehensive needs assessment. The needs assessment should consider the needs of all members of the school community: teachers, students, parents, principals, administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

1. **Briefly describe the current educational program and offerings in the school. (Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement.) This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs.**



2. What types of assessments/tools were utilized during the needs assessment to gather data about the school?

Student Achievement Data

Teacher Data

Parent Involvement Data

Leadership Data

3. Provide a general summary of the steps taken to conduct the school's needs assessment. (Include areas of school/community included, date needs assessment began, numbers of meetings, types of analysis that occurred, etc.)

4. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified.

5. Of the needs identified, which will be focused on during the first year of the Title I schoolwide program? (If more than 3-4 areas of need were identified, it is recommended that you only focus on the 3-4 highest priority goals in year 1.)

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1.			
2.			
3.			
4.			
5.			

6. Describe the goals for year 1 that the schoolwide planning team agreed upon for each of the areas of need listed above.

Goal for Need #1 Above:

Goal for Need #2 Above:

Goal for Need #3 Above:

Goal for Need #4 Above:

Goal for Need #5 Above:

Scientifically-Based Solutions

Provide details about the scientifically based programs, strategies and interventions (solutions) the schoolwide team has selected to address the goals identified in the previous step. Explain how these solutions will strengthen the core reading, mathematics and science programs of the school and provide for the identification of and assistance to students failing to meet achievement standards.

Goal #1—Solution(s)

Goal #2—Solution(s)

Goal #3—Solution(s)

Goal #4—Solution(s)

Goal #5—Solution(s)

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

Extended School Day/Tutoring Programs

- Reading
- Math
- Science
- Before School
- After School
- Lunch/Study Periods

Summer School Program

- Reading
- Math
- Science

In-class Instructional Support

Pull Out Instructional Support

Plan Implementation

Once the goals of year 1 of the schoolwide plan have been determined and the solutions selected, the planning team must determine how to effectively implement the plan in order to ensure success for students, teachers and parents. Implementation plans must include administrators, teachers, and parents.

ADMINS

- 1. What steps will building-level administrators take to ensure that implementation is occurring effectively?**

- 2. What types of milestones and timelines have been established for year 1 to help building-level administrators gauge progress toward year 1 goals?**

- 3. What measures/data will be reviewed throughout year 1 to inform building-level administrators of progress toward goals?**

Formative Assessments

Benchmark Assessments

Summative Assessments

Other Assessments

- 4. How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and changes to instruction made?**

TEACHERS

1. How were teachers informed of the development of the schoolwide plan?
2. How will teachers be involved in the implementation of the plan?
3. How will feedback from teachers be obtained throughout the year?

PARENTS

1. How were parents informed of the development of the schoolwide plan?
2. How will parents be involved in the implementation of the plan?
3. How will feedback from parents be obtained throughout the year?

STUDENTS

(While this section is not a requirement, a student-results-centered plan should involve the student body. Please answer the following questions as they relate to your planning process.)

1. Were students informed of the development of the schoolwide plan?
2. Were students involved in the implementation?
3. Will feedback from students be obtained?

Teacher Quality & Professional Development

On Page 1 of the SWP Template, if you indicated that less than 100% of your current teaching staff is not highly-qualified, please describe the actions to be taken to help these teachers become highly qualified. Include the amount of funding to be set aside and used to support these efforts.

Describe the methods and strategies the LEA will be implementing to attract and retain teachers who are high-quality, highly-qualified.

Based on the results of the needs assessment, describe the ongoing, sustained professional-development activities to be conducted in Year 1. These activities should be in support of the goals identified earlier in the plan. (Please include the total number of PD days, topics covered, people included and methods of evaluating the use of strategies covered within the classroom.)

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

Describe the methods to be used to keep individual parents informed of their child’s academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)



Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.



Transition Services

If the school serves Kindergarten students, describe the transition services provided to both parents and students to assist in the effective transition from Pre-K to Kindergarten.

Coordination and Integration of Funds

The purpose of a Title I Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administered by the United States Department of Education, except Reading First;
 - Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application **MUST** be carried out.
- All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)

Please indicate below the funds to be integrated within this SWP:

Federal Grant Program	Amount of Grant	State/Local Grant Program	Amount of Grant

~~If funds are consolidated within the SWP, the LEA MUST ensure that the intents and purposes of each of the included programs are met within the plan.~~