Title I Schoolwide Programs
2022-2023
Who’s On First? Second? Third?
Kirk Russell & Beth Wooster
Schoolwide Eligibility

- Eligible if building poverty $\geq 40\%

- Inform parents of option to have a schoolwide program

- Submit intent to plan by November 1\textsuperscript{st} to Title I Federal Programs Office

- School continues to operate as a Targeted Assistance School (TAS) while developing Schoolwide (SW) plan.
Schoolwide Buildings Use a 3 year cycle/rotation Schedule

• Create and/or Update Title I Schoolwide Plan using current year “template” and gather your artifacts/evidence to be inserted into SharePoint Landing Page, submit on or before April 1st;

• Participate in District ESEA/ESSA On-Site Monitoring Review, (using Monitoring Guide Checklist), usually during 2nd Semester in an On-Site and/or Zoom visitation;

• Participate in Peer Reviews regionally at ESUs (second week in April) AND must complete Self-Review (using current year template) submit to NDE on or before May 1st;

REPEAT THE CYCLE - REPEAT THE CYCLE - REPEAT THE CYCLE
## Title I Schoolwide Intent Form

**NDE Title I Intent to Develop Schoolwide Plan**

This form is for buildings that do not currently have a Schoolwide Program but meet the requirements and wish to develop a plan to become Schoolwide for the 2022-2023 school year.

Please submit the following information to Kirk Russell, Title I Director, by **November 1st** to kirk.russell@nebraska.gov or

NDE, Title I Office
PO Box 84987
Lincoln, NE 68509-4987

<table>
<thead>
<tr>
<th>School District Number:</th>
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<tbody>
<tr>
<td>School District Name:</td>
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<tr>
<td>School Building Number:</td>
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<tr>
<td>School Building Name:</td>
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<tr>
<td>Poverty percentage:</td>
<td></td>
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<tr>
<td>Date (between Jan. 1 &amp; July 1, 2021)</td>
<td>Enrollment and Free/Reduced Lunch data was collected.</td>
</tr>
<tr>
<td>If District is part of an ESU Title I Consortium, please list the ESU number (i.e. ESU 10):</td>
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<tr>
<td>Building Principal Name:</td>
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<td>Building Principal Email:</td>
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<tr>
<td>Additional Contact Person Name (Optional):</td>
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<td>Additional Contact Person Email:</td>
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Please see the Schoolwide Program and Resources section on the NDE Title I webpage [https://www.education.ne.gov/federalprograms/title-i-educationally-disadvantaged/#Schoolwide-Program-and-Resources](https://www.education.ne.gov/federalprograms/title-i-educationally-disadvantaged/#Schoolwide-Program-and-Resources) for the template, rubric & PowerPoint on the process to create a schoolwide plan.

**WORTH NOTING:**

1. Each building wishing to pursue the development of a schoolwide plan must submit this form by **November 1st**.
2. Completed Schoolwide plans, are due to the NDE Title I Office through SharePoint by **April 1st, 2022**.
3. Required Schoolwide Peer Review Sessions will be held each April. All buildings submitting this form will participate in a Peer Review session (scoring actual SWPlans) – you will be notified when times and locations have been determined.
Schoolwide Plans

Buildings will submit an updated complete SW Plan at least every 3 years
Developing/Updating Schoolwide Plan Cycle

Title I-A

Title I-A is a program that provides financial assistance to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

Title I-A Information

This section contains general information relating to a Title I-A. It will be updated throughout the year as new conferences and events happen around the nation.
Developing / Updating Schoolwide Plan

Make sure that the schoolwide planning team has:

• Teachers,
• Administrators,
• Parents (minimum of one)
• Student(s) - if a secondary school
Important items when putting the Schoolwide Plan together

2021-22 SCHOOLWIDE PLAN RATING RUBRIC for NEW & UPDATED PLANS
(ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS)

District Name: ___________________________________ Grade Span of Building: ____________________

Building Name: __________________________________ Date: _____________________________________

Although the peer-review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviewing the plan and provides a system to encourage and measure growth. The mandatory components in this rubric require submission of the supporting documentation within the school plan (i.e., copy of the Title I Parent and Family Engagement Policy or Procedure, requirement 5.2) in order to be considered complete. Documentation, not just reference to the documentation, must be included in the corresponding folder.

PLAN PREPARATION

A. According to §1116(b)(7), A Schoolwide Program Plan: (1) is developed over a one year period, or is amended from a prior plan; (2) is developed with the involvement of parents and other members of the community to be served, and individuals who will carry out such plan; (3) remains in effect for the duration of the school’s participation as a Schoolwide Program; (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format; (5) if applicable, is developed in coordination with other Federal, State and local services; (6) is based on a comprehensive needs assessment, and; (7) includes a description of the strategies the school will be implementing to address the school needs.

B. Plans shall include a Cover Page and a School Information page. NOTE: K-12 plans will NOT be accepted. Each school, (i.e., K-4, 7-8, 9-12) must have a plan specifically addressing its identified needs.

In the process of creating the Schoolwide Program Plan the school is encouraged to include elements of the current Continuous Improvement Plan.

NOTE: All required documents MUST be included.

RECOMMENDATION: Write the narrative first, and then include documentation that supports the narrative.

Schoolwide Plan Cover Pages 1 & 2 are complete. [Please use template provided by NDE]

SECTION A COMMENTS:

Yes □  No □
In December the NDE Title One Office contacts Building Principals and asks for one (1) additional contact which then is invited (given access) to SharePoint through an “Invite from Microsoft”. It is “critical” that you respond and be prepared for as the work your schoolwide team does to prepare for the "uploading/drag-n-drop" of documents has a deadline of on or before April 1st, each school year.
Developing / Updating Schoolwide Plan In SharePoint

Each SWP Building creates, collects, develops the required artifacts/evidence for each of the Standards 1.1 thru 6.1 (as pdfs) that are included and placed into Standard folders to be “Peer Reviewed” in April!
Developing / Updating Schoolwide Plan Cycle

SWP Template Link: (here)

Required elements-

• Page 1: District, Building Names, Co. Dist. #, Grades Served, Program details, Principal Name, email, address, Additional contact, Superintendent Name, email, Confirmation ALL Instructional Paras Highly Qualified, Plan is posted!

• Page 2: Planning team names/titles, demographic/statistical information, assessments used.

• Page 3 & 4: Provide/write a narrative in each box which corresponds to Rating Rubric!
Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education County District and School Numbers in the table below. To complete text areas click in grey box and type.

District Name:  
County Dist. No.:  
School Name:  
County District School Number:  
Building Grade Span Served with Title I-A Funds:  
Preschool program is supported with Title I funds. (Mark appropriate box): Yes  No  
Summer school program is supported with Title I funds. (Mark appropriate box): Yes  No  
Indicate subject area(s) of focus in this Schoolwide Plan.  
Reading/Language Arts  Math  Other (specify)  
School Principal Name:  
School Principal Email Address:  
School Mailing Address:  
School Phone Number:  
Additional Authorized Contact Person (Optional):  
Email of Additional Contact Person:  
Superintendent Name:  
Superintendent Email Address:  
Confirm all Instructional Paras are Highly Qualified according to ESSA. Yes  No  
Confirm Schoolwide Plan will be available to the School District, Parents and the Public. Yes  No  

Names of Planning Team  
(Please include staff, parents & at least one student if Secondary School)  

<table>
<thead>
<tr>
<th>Names of Planning Team</th>
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<tbody>
<tr>
<td>Parent Administrator</td>
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Titles of those on Planning Team

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<tbody>
<tr>
<td>Parent Administrator</td>
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School Information
(As of the last Friday in September)

Enrollment:  
Average Class Size:  
Number of Certified Instruction Staff:  

Race and Ethnicity Percentages

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>%</td>
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<tr>
<td>Hispanic</td>
<td>%</td>
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<tr>
<td>Asian</td>
<td>%</td>
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<tr>
<td>Black/African American</td>
<td>%</td>
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<tr>
<td>American Indian/Alaskan Native</td>
<td>%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>%</td>
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Other Demographics Percentages (may be found on NEP: https://nep.education.ne.gov/)

<table>
<thead>
<tr>
<th>Other Demographics Percentages</th>
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</thead>
<tbody>
<tr>
<td>Poverty</td>
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<tr>
<td>English Learner</td>
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<td>Mobility</td>
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Assessments used in the Comprehensive Needs Assessment

<table>
<thead>
<tr>
<th>Assessments used in the Comprehensive Needs Assessment</th>
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<tbody>
<tr>
<td>(ie. NSCAS, MAP, ITBS, AIRS web, DIBELS, CAT etc.)</td>
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<tr>
<td>--------------------------------------------------------</td>
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</tbody>
</table>
Please write a narrative in each box below to correspond to the Rating Rubric. Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment
   1.1 Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.
   1.2 Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.
   1.3 Please provide a narrative below describing the ongoing improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

2. Schoolwide reform strategies
   2.1 Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

3. High quality and ongoing professional development
   3.1 Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

4. Strategies to increase parent and family engagement
   4.1 Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.

4.2 Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.

4.3 Please provide a narrative below describing how and when the annual Title I parent meeting is held (e.g., in person or virtual) and is useful for informing parents of the school’s participation in Title I. Provide supporting documentation in the corresponding folder.

5. Transition Plan
   5.1 Please provide a narrative below describing the school’s transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e., Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).
   5.2 Please provide a narrative below describing the school’s transition plan for outgoing students as they move onto their next school / program / career (i.e., Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).

6. Strategies to address areas of need
   6.1 Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

This template becomes your “Schoolwide Plan”. And Leading statements for each Standard PLUS the Rubric Standards should be unpacked in order to supply a very detailed narrative!
MAKING PLAN AVAILABLE

• ESSA requires that Schoolwide Plans must be made available to the school district, parents and the public.

• The Title I Schoolwide Plan form, when completed, can stand alone & be posted on the school’s website as “the Schoolwide Plan”

• no need to post the supporting documentation.
Two years when not completing SW Plan for Peer Review you will be;

• 1\textsuperscript{st} year following “Updating” your SW Plan
  • Your Building will Participate in ESEA/ESSA On-Site Monitoring visit
    • (no longer need to complete self review)

• 2\textsuperscript{nd} year following SW Plan
  • Your Building will be Reviewing Plans at the Peer Review and
  • Completing the Self Review (submission on/before May 1\textsuperscript{st})

\textit{(depending on which year it is for your district)}
On-Site Monitoring
Schoolwide and/or Targeted Buildings
On-Site Monitoring Process

- 1st year following “Updating” your SW Plan
  - Your Building will Participate in ESEA/ESSA On-Site Monitoring visit
    - (no longer need to complete self review)

- Each District, ESU, and sub-recipient receiving funds from any of the ESEA/ESSA formula grants will be monitored at least once every three years with an on-site visit or desk-audit. Districts and sub-recipients with multiple programs may have their review spread over multiple years.

- Federal Program Consultant reaches out through an email to Superintendent informing of the mandatory on-site visitation that will be scheduled into second (2nd) semester.
  - Specifics of what is and what will be monitored included (I, II, III, IV)
  - Use the “Monitoring Guide Checklist” (found on our web-page)
  - Many required procedures, policies and documents and then many other show me provide us a look and see of statutory requirements.
On-Site Monitoring Process

• *After being notified the district or ESU is to complete the appropriate sections of the Monitoring Checklist and submit to the reviewer (at least one week prior to the scheduled visit).*

• The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements.

• NDE is requiring that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. These items are indicated on the checklist with grayed boxes.

• For some documentation, only specified documentation will be accepted.

• These are indicated in **bold font** in the grayed boxes.

• All other documentation should be available for review.
On-Site Monitoring Process

• Following the review, the District, ESU, or other sub-recipient will have **30 days** to submit any documentation or evidence that was not available during the review as requested by the reviewer.

• The District will receive a written report within **90 days** if additional evidence was submitted.

• If a review report includes a finding of non-compliance, a plan for correcting the issue is required within **60 days** of receipt of the report and may involve a follow-up visit.
Participate in Reviewing Plans & Self-Review
The NDE Title I Office will be contacting Building Principals and an additional contact(s) in early February. Each SWP Building MUST provide a “PEER Reviewer” to participate in reviewing at least 2 SWPlans that have been submitted on the SharePoint Landing Page during the Second Week of April (regionally at ESUs).

There are 11 items/Standards that MUST have a minimum score of one (1) point. IF minimum NOT MET the Schoolwide status will NOT be approved for the coming year.
Process followed at Peer Review

Each team of 2-3 people have two computers and a rating rubric to review each plan.

Template w/ narratives

Folders w/ supporting documentation
Peer Review Process (Continued)

• Access to a copy of the Schoolwide Template will be provided to the reviewer(s) 3-5 days before the scheduled Peer Review date.

• Each reviewer should download a copy of the Self/Peer Review Rubric

• Collaborative Partners (2 different schools) will work through the rubric checking the cover sheet, abstract and then each item’s narrative and supporting documentation giving a score to each & writing the notes on the PDF (downloaded) rubric

• After completing one schoolwide plan they will review a second, (3 hours will be planned for at each regional ESU site)
Peer Review Process (Continued)

- After the plans are reviewed by the peers, the NDE Title I Consultant for each district:
  - Reviews the School-Parent Compact & Parent Involvement plans to make sure all requirements are met
  - Contacts building Principal to get any missing documentation

- When all 11 items are met on the Self/Peer Review Rubric-
  - An Email and Letter will be sent to the Superintendent, and Principal giving permission to begin/continue as a Schoolwide Program for the next year.
Self-Review Process

• Evidence of review is to be submitted the same year of Peer Review participation it must include:
  
  • The Cover Page *(Building Principal’s signature no longer required)*,
  
  • Score-sheet (which corresponds to the Schoolwide Rating Rubric),
  
  • Evidence that review addressed the program effectiveness
Self-Review Process (Template)

Here are the three pages that are needed for the Schoolwide Self Review:

- Title I Schoolwide Information
- Self-Review Process Template
- Summary Score Sheet of Schoolwide Plan

Each school is required to collect evidence that the annual review has addressed program effectiveness. Please complete the following:

- Date of meeting:
- Describe the data that analyzed to determine the effectiveness of the program and discuss results as a result:
- List changes made to the Schoolwide Plan – if none, respond N/A:
- Meeting Minutes:
- Please list the people and their titles that were involved in the review:

Name          Title
--------------
              Administration
## Schoolwide Cycle by Color

**ONLY for 2022-2023**

<table>
<thead>
<tr>
<th>Targeted Schools</th>
<th>Documents to be Completed</th>
<th>Schoolwide Schools</th>
<th>Documents to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Self-Review</td>
<td>TAS Self Review/Rubric</td>
<td>Update their Schoolwide Plan - Due April 1st</td>
<td>Schoolwide Plan Document (data placed on external spot)</td>
</tr>
<tr>
<td>Do not submit anything to NDE</td>
<td>Found on the Fed Programs Team Website under Targeted Assistance Self Review</td>
<td>and send to NDE to be peer reviewed</td>
<td>Schoolwide PEER Review Directions</td>
</tr>
<tr>
<td></td>
<td>Same Rubric for all 3 years</td>
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<tr>
<td></td>
<td>Nonpublics must also fill this out each year</td>
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<tr>
<td>On-Site Monitoring Review</td>
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</tr>
<tr>
<td>Complete Self-Review turn in</td>
<td>Same Rubric for all 3 years</td>
<td>Complete a checklist and submit documents to reviewer prior to the on-site date.</td>
<td>22-23 NEEDED Monitoring Checklist</td>
</tr>
<tr>
<td>monitoring during Monitoring</td>
<td>Nonpublics must also fill this out each year</td>
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<td></td>
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<tr>
<td>Complete a checklist and submit</td>
<td>22-23 NEEDED Monitoring Checklist</td>
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<td>documents to reviewer prior to the</td>
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<td>on-site date.</td>
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</tr>
<tr>
<td>Complete Self-Review</td>
<td>TAS Self Review/Rubric</td>
<td>Self Review. Submit to NDE on or before May 1.</td>
<td>Schoolwide Self-Review</td>
</tr>
<tr>
<td>Do not submit anything to NDE</td>
<td>Found on the Fed Programs Team Website under Targeted Assistance Self Review</td>
<td>School Member(s) participate in the peer review of other schools’ documents</td>
<td>Found on the Fed Programs Team Website under Title I SW Program &amp; Resources</td>
</tr>
<tr>
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<td>Nonpublics must also fill this out each year</td>
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<tr>
<td></td>
<td>Non Public must complete the Self Review</td>
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</tbody>
</table>


**NOTES:** Schools rotate, but school colors don't change. The colors on this chart change each year. They rotate down.
Questions
Top 5 ESSA Points to Remember

1. Schoolwide Title I Building-All paras MUST meet the requirements to work with students PRIOR to working with students! In Targeted Title I Building-Any para funded with Title I funds MUST also meet these requirements.

2. Coding of Staff in Federal Funded Positions-All of these MUST match: NSSRS, GMS, Bookkeeping Records, and Time and Effort. All should have the same FTE percentage.

3. Waivers for carryover: NDE is pursuing this request with the USED. When we hear the answer, we will let you know.

4. We are updating the Monitoring Guide Checklist based on the requirements the USED gave us during our monitoring in March of 2022.

5. Unified Grant Profile must be updated before doing anything in the GMS each year. Current contact information is vital so we can reach out to the correct district personnel.
Top 5 ESSER Points to Remember

1. ESSER I Cares Act allocations must be **obligated by 9-30-2022**.

2. Plan for Safe Return MUST be reviewed at minimum once every 6 months until 9-30-2023. Document this information. Make sure the plans are on the website and date stamp them. If changes occur with the Use of Funds, be sure to get input from stakeholders.

3. Programmatic and Fiscal Monitoring must be done and were started during the 2021-2022 school year. Will continue this year and into the future.

4. Grant coding is important: 6996-ESSER I, 6997-ESSER II, 6998-ESSER III

5. Davis Bacon Rules DO Matter. Take a handout for specific information.
• Beth Wooster: ESEA Programs Administrator
• Kirk Russell: Assistant ESEA Program Administrator, Title I Director, ESU 18 & 19
• Sue Henry: Title I-C Migrant Education
• Benjamin Zink: Title I-C Migrant Education, ESU 5 Reviewer
• Allyson DenBeste: Title III Director, ESU 4 Reviewer
• Dottie Heusman: Title IV-A, REAP, SIG Coordinator, ESU’s 1, 3 & 17
• Jim Kent: Nonpublic Ombudsman, Title IIA, ESU’s 5, 8 & 9
• Anne Hubbell: Title III Specialist, ESU’s 15 & 17 reviewer
• Dr. Ken Howard: State Homeless Liaison, ESU’s 2, 15 & 16, McKinney-Vento
• Ann Carmoney: Title I-D (Neglected/Delinquent), ESU’s 6, 11 & 13
• New Specialist: ESU’s 4, 7 & 10
• Rhonda Wredt: Administrative Assistant for Federal Programs
• Rebecca Heavican: Administrative Assistant for Federal Programs
Thank you

Beth Wooster
Beth.wooster@nebraska.gov
402-310-1390

Kirk Russell
Kirk.russell@nebraska.gov
402-405-4616