



COLORADO
Department of Education

Connect For Success

Strengthening Title I Programs

January 22, 2016

Outcomes

- Understand Schoolwide (SW) plan requirements in Every Student Succeeds Act
- Leave with an action plan – *To Plan!*
- Acquire new strategies to engage families and communities in plan development and implementation
- Identify ways CDE can support the development and implementation of your SW plan

Outline

- **Transition from NCLB SW Plan to ESSA SW plan**
- **ESSA SW Plan Requirements**
 - NCLB/ESSA Crosswalk
- **Guided Discussion**
- **Plan to Plan**
- **How can CDE help?**

ESSA SW Transition

■ Timeline

- Current NCLB plans implemented in 2016-2017
 - Transition year for updating SW plans
- ESSA SW plans implemented in 2017-2018
- Connect for Success early transition support

■ Distribution of Responsibilities

- SEA responsibilities – provide TA and support to LEAs
- LEA responsibilities – ensure plans are fully developed and implemented with fidelity
- School level responsibilities – implement, monitor, and continuously improve plan to support most at-risk students

Schoolwide Plan Requirements of Elementary and Secondary Education Act

No Child Left Behind	Every Student Succeeds Act
Comprehensive Needs Assessment	Must be based on a comprehensive needs assessment of the entire school, particularly the achievement and needs of students most at risk
Schoolwide Reform Strategies	Must provide opportunities for all students, increases the amount and quality of learning time, addresses the needs of all students, particularly those most at risk
	<ul style="list-style-type: none"> • May include preparation for and awareness of opportunities for postsecondary education and the workforce – careers and technical education, A.P., I.B., concurrent enrollment, or early college high schools
	<ul style="list-style-type: none"> • May include implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA
	<ul style="list-style-type: none"> • May include counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students’ skills outside academic subject areas

Schoolwide Plan Requirements of Elementary and Secondary Education Act

No Child Left Behind	Every Student Succeeds Act
* Instruction by highly qualified teachers	<ul style="list-style-type: none"> • May include professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and to recruit and retain effective teachers, particularly in high-need subjects
High-quality and ongoing professional development	
Strategies to attract high-quality highly qualified teachers to high-needs schools	
Strategies to increase parental involvement	<p>Must be developed with the involvement of parents and members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, tribes and tribal organizations present in the community, specialized instructional support personnel, technical assistance providers, school staff, and students (secondary)</p>
	<p>Must be available to the LEA, parents, and the public, in an understandable format, in a language the parents can understand</p>

** Note: Each local educational agency plan shall provide assurances that the local educational agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification 1112(c)(6)*



Schoolwide Plan Requirements of Elementary and Secondary Education Act

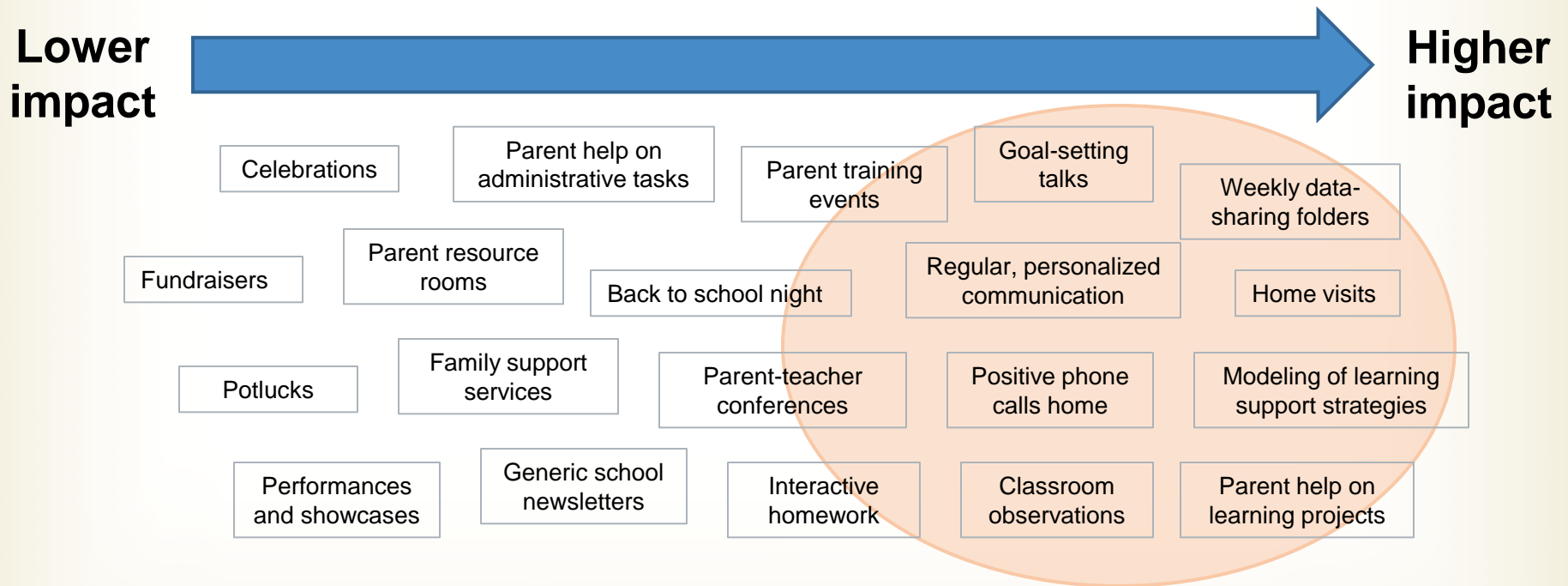
No Child Left Behind	Every Student Succeeds Act
Plans for assisting preschool children in the transition from early childhood programs	<ul style="list-style-type: none"> • May include strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
	<ul style="list-style-type: none"> • May use funds to establish or enhance preschool programs for children who are under six years of age
Measures to include teachers in the decisions regarding the use of academic assessments	Not stated as a requirement – teachers are listed as stakeholders to be included in plan development
Activities to ensure students who struggle are provided effective, timely, additional assistance, including measures to identify difficulties on a timely basis	Not stated as a requirement – included in CNA; opportunities for all students, particularly those most at risk; monitoring and evaluation
Coordination and integration of Federal, State, and local services and programs	Coordination and integration with other Federal, State, and local services, resources, and programs
Annually evaluate implementation and achievement of most at-risk students and revise the plan (Regulations)	Plan and implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards

Comprehensive, Sustainable Structure Components

- **Implementing the Framework of National Standards for Family-School Partnerships**
 - Welcoming All Families into the School Community
 - Communicating Effectively
 - Supporting Student Success
 - Speaking Up for Every Child
 - Sharing Power
 - Collaborating with the Community
- **Distributing Leadership**
- **Action Planning**
- **Evaluating**



Our Perspective on Relative Impact of Family Engagement Strategies on Student Learning



Flamboyant Foundation defines family engagement as collaboration between families and educators that accelerates student learning.



CDE Resources

- Family/Parent Resources:
<http://www.cde.state.co.us/resourcesforparents>
- Training Resources:
<http://www.cde.state.co.us/uip/familyengagement>
- Promising Partnership Practices:
<http://www.cde.state.co.us/uip/promising>
- SACPIE: <http://www.cde.state.co.us/sacpie>
- Colorado Academic Standards Parent Guides:
<https://www.cde.state.co.us/standardsandinstruction/guidestostandards>



Guided Discussion

Stakeholder Engagement:

- How can you meaningfully engage historically underserved families?
- How can you partner with families and the community in implanting your SW Plan?

Guided Discussion

Flexible Use of Funds:

- Which of the non-required strategies, including non-academic supports, may be appropriate for your most at-risk students?
- How will you identify these needs and select appropriate strategies?

Guided Discussion

Monitoring and Revisions:

- How will you measure the level of implementation of your SW Plan?
- How will you measure the effectiveness of your SW Plan?
- How and when will you revise your schoolwide plan?

Plan to Plan

- **Where will your SW plan reside?**
 - Where does your plan (or plan requirements) currently reside?
 - What makes sense for your school?
- **How will you select implementation strategies to strengthen your SW program?**
 - Engage Stakeholders
 - Based on your Comprehensive Needs Assessment
 - High Achieving Schools study findings
 - Improve the entire school, with particular attention the most at-risk students

How can CDE help?

■ Resources

■ CDE Support

- Connect for Success Team, Federal Programs, ESSU, MTSS, UIP

■ SW Toolkit

- High Achieving Schools Study findings
- SW Requirements and Rubric
- Quick references
- Root cause resources
- Self assessment for healthy human capital
- Promising Partnership Practices and SACPIE website