

# Planning and Implementing Successful Title I Programs

2016 Georgia Federal Programs Conference  
Georgia International Convention Center & Atlanta  
Airport Marriott Gateway Hotel  
Atlanta, Georgia  
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# Presenters

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# School Improvement and District Effectiveness





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Georgia's School Superintendent  
*"Educating Georgia's Future"*  
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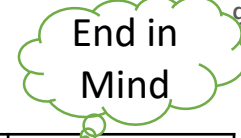
# Session Description

This session is designed to assist districts in developing and implementing effective Title I programs. The focus will be on what takes place after the completion of the comprehensive needs assessment. The new Schoolwide and Targeted Assistance template will be used to structure the planning process. The presenters will address ways districts can best monitor and direct schools to implement the most effective, efficient, and appropriate program possible. Ideas for coordination and collaboration to produce the best student outcomes will also be presented.

# Managing Changes in Practice



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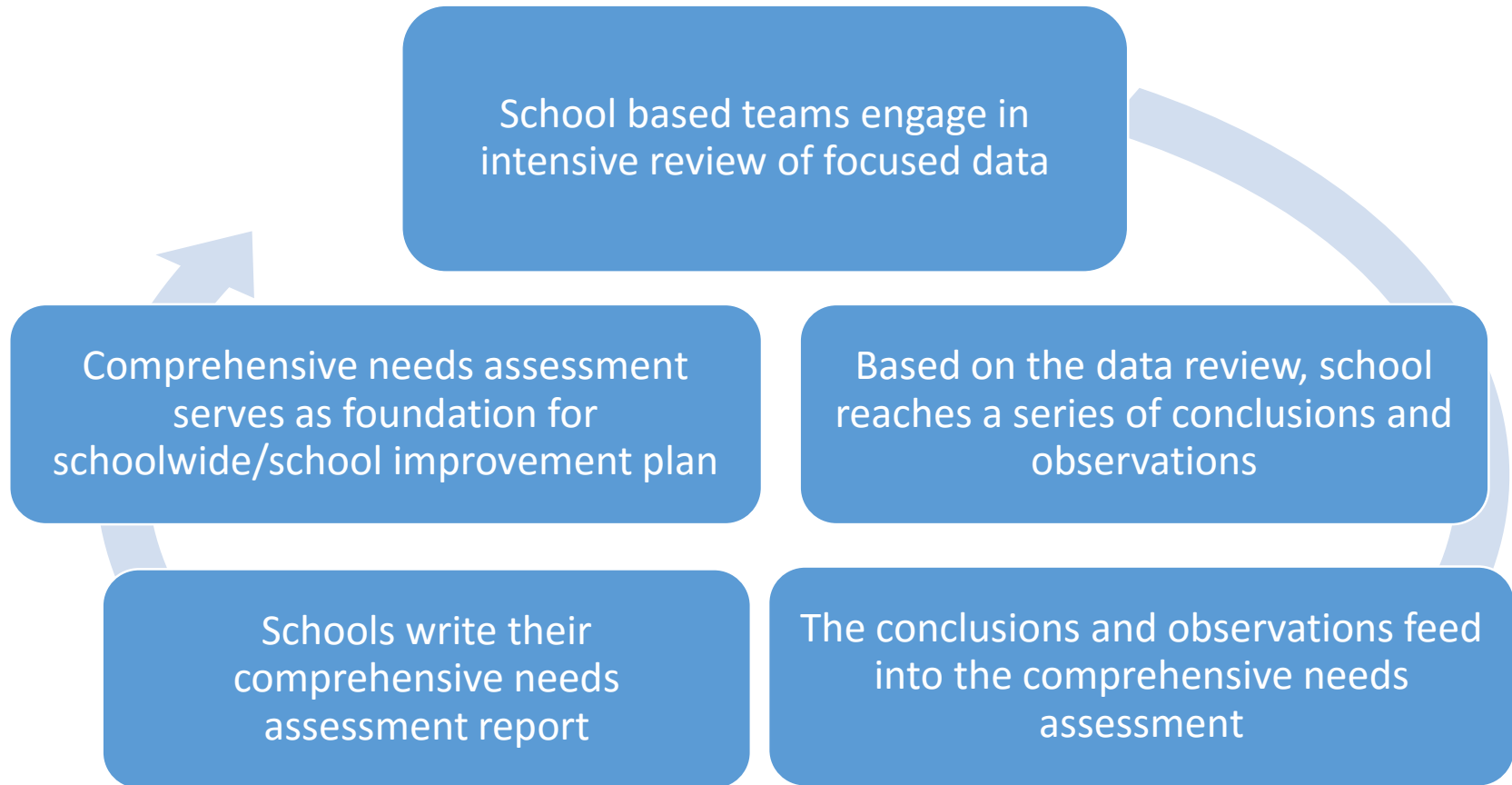
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	<b>Educator effectiveness and student results</b>
	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	<b>Pockets of Excellence</b>
Learning Communities		Resources	Data	Learning Designs	Implementation	Outcomes	<b>Lack of Support</b>
Learning Communities	Leadership		Data	Learning Designs	Implementation	Outcomes	<b>Resistance</b>
Learning Communities	Leadership	Resources		Learning Designs	Implementation	Outcomes	<b>Lack of Focus</b>
Learning Communities	Leadership	Resources	Data		Implementation	Outcomes	<b>Inadequate Learning</b>
Learning Communities	Leadership	Resources	Data	Learning Designs		Outcomes	<b>Unsustained change</b>
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation		<b>Misalignment of goals</b>

Adapted by Learning Forward Senior Consultant Chris Bryan from Ambrose, D. (1987). Managing complex change. Pittsburgh, PA: The Enterprise Group, Ltd.

# The Needs Assessment Provides the Foundation for the SWP/TA Plan



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# Developing the Plan

## Conduct Needs Assessment

- Collect and analyze relevant data
- Conduct a needs assessment
- Prioritize needs
- Determine root causes
- Assess for professional learning needs

ASSESS

## Develop Plan to Target Needs

- Establish SMART goals with incremental steps
- Identify actions, strategies, and interventions
- Determine artifacts and evidence
- Establish a system for implementing, monitoring and assessing

PLAN

MONITOR

## Determine Progress

- Identify what is/is not working
- Adjust actions, strategies and interventions
- Evaluate impact on student learning

IMPLEMENT

## Execute Plan

- Communicate expectations
- Follow incremental steps of the plan
- Provide needed resources
- Provide professional learning

## Conduct Needs Assessment

- Collect and analyze relevant data
- Conduct a needs assessment
- Prioritize needs
- Determine root causes
- Assess for professional learning needs

ASSESS



# Title I Schoolwide/School Improvement Plan



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- A **needs assessment** is the *first step* in developing a schoolwide or school improvement plan. It is a process of looking at data and information about the school to develop a clear picture and understanding of what is and has been occurring at the school
- A **needs assessment** is a *process* to help school teams learn about the areas they are good at (strengths) and the areas in need of improving (challenges)
- A **needs assessment** includes more than just scores - it provides the opportunity to ***hypothesize about the causes*** of student achievement

## Develop Plan to Target Needs

- Establish SMART goals with incremental steps
- Identify actions, strategies, and interventions
- Determine artifacts and evidence
- Establish a system for implementing, monitoring and assessing

PLAN

\*SMART – Specific, Measurable, Attainable, Relevant, and Time Bound

# Title I Schoolwide Planning

- Five step process:
  - Step 1: Establish a planning team
  - Step 2: Discuss a vision for reform
  - Step 3: Create school profile
  - Step 4: Identify and collect data
  - Step 5: Analyze data and determine strengths, gaps and areas of critical need

Designing Schoolwide Programs Non Regulatory Guidance, March 2006



# Title I Schoolwide Planning

- Planning teams first tasks:
  - Clarify mission of committee
  - Develop a timeline for completing tasks
  - Develop a structure for collecting and analyzing data
  - Establish a means for communicating with all stakeholders
  - Develop a schoolwide program vision for school
  - Review school's mission and vision statements

# Sample Planning Timeline



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- January/February – Select/Notify Planning Team
  - Classroom teachers
  - Principal
  - Other building level administrators
  - Private school representative(s)
  - Title I parents
  - Title I staff
  - District staff
  - Outside stakeholders
  - Other
    - Counselors
    - Media Specialists
    - Gifted teachers
    - Nurse
    - Safety

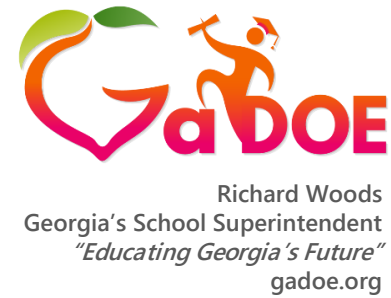
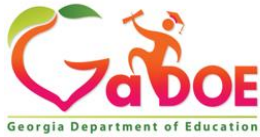




# Sample Planning Timeline

- April/May – Present Draft Plan to Appropriate Groups
  - School staff
  - Parents
  - Outside community stakeholders
- Gain Final Approval of Plan from Staff and Title I Parents
- Share Final Plan with All
  - Teachers
  - Administrators
  - Parents
  - Outside community stakeholders
- All team members may not need to be involved in the identification of students or other aspects of the process, but must be kept informed along the way, and need to be present at the beginning and the end





# SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

NAME OF DISTRICT/SUPERINTENDENT:

- Comprehensive Support School*    *Targeted Support School*    *Schoolwide Title 1 School*    *Targeted Assistance Title 1 School*  
 *Non-Title 1 School*    *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

**Advancing Leadership | Transforming Schools**

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.



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**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_

(Title 1 Schools only)

**Planning Committee Members (SWP 8, 16)**

Name	Position/Role	Signature

Title I only (SWP 10, 15, 19)  
 The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_

\_\_\_\_\_

School Designated as a Priority School \_\_\_\_\_(Yes or No)                      School Designated as a Focus School \_\_\_\_\_(Yes or No)



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**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_

(Title 1 Schools only)

**Planning Committee Members (SWP 8, 16)**

Name	Position/Role	Signature
<p>#8 Measures to include teachers in decisions regarding use of academic assessments to provide information on, and to improve, achievement of students and overall instructional program</p>		<p>#16 Plan developed with involvement of community to be served and individuals who will carry out the plan... teachers, principals, school staff, parents and students, if secondary</p>

Title I only (SWP 10, 15, 19)  
 The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_

---

School Designated as a Priority School \_\_\_\_\_(Yes or No)                      School Designated as a Focus School \_\_\_\_\_(Yes or No)





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## Needs Assessment/ Data Review Results

(SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders



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## Needs Assessment/ Data Review Results

(SWP 1, 11, 12, 13, 14, 17, 18)

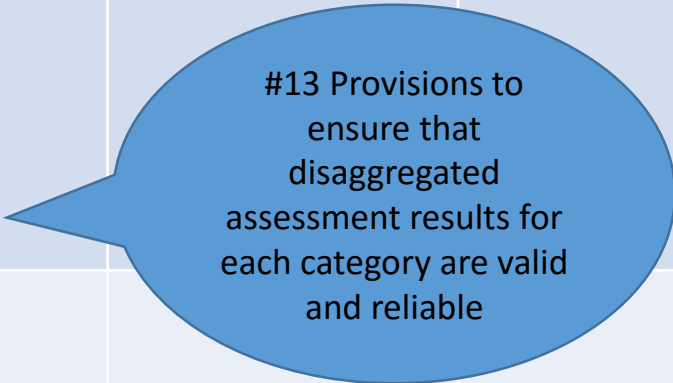
Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
	<p>#1 A comprehensive needs assessment of the entire school including student achievement on state academic standards</p>		
	<p>#12 Provisions for the collection and disaggregation of data on the achievement and assessment results of students</p>		



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## Needs Assessment/ Data Review Results

(SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
			



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## Needs Assessment/ Data Review Results

(SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders

#11 Description of how individual student assessment results and interpretation will be provided to parents

#14 Provisions for public reporting of disaggregated data

#17 Plan available to LEA, parents, and public

#18 Plan translated, to extent feasible, into primary language of parents



Division of School and District Effectiveness | School Improvement PLAN

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

**(SWP 2, 7, 9, 10)**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)  (SWP 9)	Action /Strategies  (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
				School Leaders Demonstrate:  Teachers Demonstrate:  Students Demonstrate:  Parents Demonstrate:		

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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

**(SWP 2, 7, 9, 10)**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies <i>(Include description of SWP 2, 7, 9, 10)</i>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	(SWP 9)			School Leaders Demonstrate:  Teachers Demonstrate:  Students Demonstrate:  Parents Demonstrate:		

#9 Activities to ensure that students who experience difficulty will be provided with effective, timely additional assistance...

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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

**(SWP 2, 7, 9, 10)**

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			Artifacts	Evidence		
	(SWP 9)			School Leaders Demonstrate:  Teachers Demonstrate:  Students Demonstrate:  Parents Demonstrate:		

#2 Schoolwide reform strategies...  
 Opportunities for academic achievement;  
 Scientific research based strategies;  
 Strategies to meet needs of all students

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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	(SWP 9)					
		<p>#9 Activities to ensure that students who experience difficulty will be provided with effective, timely additional assistance...</p>	<p>#7 Plans for transitioning students</p>	<p>School Leaders Demonstrate:</p> <p>Teachers Demonstrate:</p>		
			<p>#10 Coordination and integration of federal, state, and local services and programs</p>	<p>te:</p> <p>Demonstrate:</p>		



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**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

**(SWP 2, 7, 9, 10)**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies <i>(Include description of SWP 2, 7, 9, 10)</i>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	(SWP 9)			School Leaders Demonstrate:  Teachers Demonstrate:  Students Demonstrate:  Parents Demonstrate:		



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**SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	(SWP 9)			School Leaders Demonstrate:  Teachers Demonstrate:  Students Demonstrate:  Parents Demonstrate:		



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## Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning



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## Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<div data-bbox="98 921 556 1272" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content;">                     #4 High-quality and ongoing professional development...                 </div>					





## Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. \_\_\_\_\_ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.



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## Highly Qualified Staff

(SWP 3, 5)

#3 Instruction  
by highly  
qualified  
teachers

All course are taught by highly qualified staff. \_\_\_\_\_ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

#5 Strategies to  
attract high-  
quality highly  
qualified  
teachers



## Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

# IMPLEMENT

## Execute Plan

- Communicate expectations
- Follow incremental steps of the plan
- Provide needed resources
- Provide professional learning

# Six Steps to Implementing a Plan

1. Somebody has to be responsible
2. Develop metrics throughout the plan
3. If issues develop, understand the root causes and make adjustments
4. Insist on individual compliance with the plan
5. Instruct, educate and coach during the plan
6. Look to others for implementation tips

Adapted from Frank Hurtte, Founding Partner River Heights Consulting

# Six Steps to Implementing a Plan



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## 1. Somebody has to be responsible

- One specific person must be responsible to see the plan through
- The adage two heads are better than one doesn't apply here – committees are even worse
- One specific person must be responsible for seeing the plan through



# Six Steps to Implementing a Plan



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## 2. Develop metrics throughout the plan

- Without taking progress measures the chances of success drop off substantially
- Mid-course measures become the catalyst for revisiting the plan
- Setting milestones holds everyone's responsible and focused



# Six Steps to Implementing a Plan

3. If issues develop, understand the root causes and make adjustments
  - Every plan comes with unexpected issues
  - It's not enough to know that the plan isn't working
  - The only thing worse than lamenting failure – is sticking with a BAD PLAN
  - You must determine the root cause of the issue
  - Ask – Who, why, how, what?
  - Making wise adjustments to the plan is crucial to long term success



# Six Steps to Implementing a Plan

4. Insist on individual compliance with the plan
  - Change is difficult and threatens the experienced teacher possibly more than the novice
    - Could manifest itself in half-hearted or delayed implementation
    - Some may attempt plan once and announce failure
  - This will become very frustrating to all and could damage overall morale
  - Whether done in the open or covertly under the radar, non-compliance must be addressed quickly
  - Consistent and constant monitoring is the key

# Six Steps to Implementing a Plan

## 5. Instruct, educate and coach throughout the plan

- Catastrophe awaits those who ignore the human element
- Implementation must include a mechanism for professional development for all involved in the execution of the plan
- Even with teachers, all human learning requires repetition
- Provide frequent metric related updates to the staff
- Those that "lag behind" may need personalized coaching

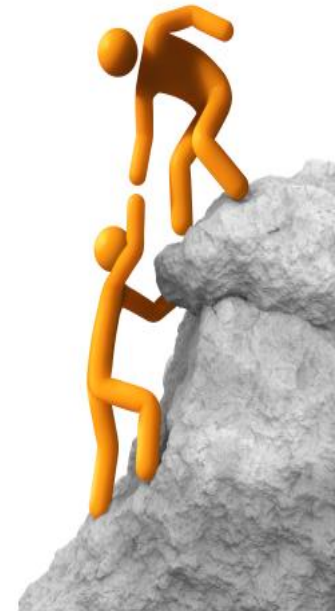
# Six Steps to Implementing a Plan



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## 6. Look to others for implementation tips

- You are not alone in this process
- Network, Network, and Network some more
- Understanding the challenges to implementing your plan eliminates a great deal of frustration and saves time







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**Even the best of plans  
must be tweaked along the way –  
Think  
implementation,  
adaptation,  
implementation**





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# Questions and Answers

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