

Woodland Hills School District Schoolwide Programs 2008-2009

The purpose of the schoolwide program in the Woodland Hills School District is to improve academic achievement throughout the Title I schools so that all students demonstrate proficiency related to the State's academic content and achievement standards, particularly those students furthest away from demonstration proficiency. The achievement increase is to result from improving the entire educational program of the school.

A school is eligible to implement a schoolwide program if at least 40 percent of the enrolled students are economically deprived. Eligibility is determined by the percent of students eligible for free and reduced lunches enrolled in the building based on the January (preceding year) count.

A Brief History

The Woodland Hills School District first decided to operate a schoolwide program in the 1999-2000 school year and began its initial planning with the Pittsburgh Board of Public Education and the University of Pittsburgh Learning and Research Development Center (LRDC), the National Center for the Economy and Education and, in subsequent years, Dauntless Learning Corporation serving as external consulting partners. For the 2004-05 school year, REACH Associates, Pennsylvania's own advisors for Reading First had been added as a district external partner.

Title I adds a number of critical provisions to ensure that planning is part and parcel of a school's overall reform efforts and driven by the needs of the students and staff of the school, rather than administrative procedures. Since a school can use an existing comprehensive school plans to satisfy the schoolwide planning requirements, a school with a comprehensive plan does not have to develop a separate schoolwide plan to satisfy Title I. Rather it can, and is encouraged to, incorporate the schoolwide components into its overall plan. Thus it was decided that the original schoolwide planning in 2000-2001 would be incorporated into the building Learning Plans that were developed in conjunction with the LRDC.

In the year 2004-05, the Woodland Hills School District decided to use the recommended state model for planning – **“Getting Results.”** “Getting Results” is the designated Woodland Hills School District vehicle for school improvement planning as it meets the state requirements for the No Child Left Behind legislation. A school can structure its plan in the way it chooses, as long as it "incorporates" the components of schoolwide programs. This means that the plan does not have to describe each of these components separately or any particular sequence or manner; it only must address each of the required components someplace within the plan.

The schoolwide plan does not have to track activities or services to funding sources, and the schoolwide program can remain in effect for the duration of the school's participation under Title I. **ALL buildings are required to submit a “Getting Results” plan for**

review that reflect changes in its schoolwide program or changes to reflect State standards.

Components of a Schoolwide Program

The following components must be contained in the Woodland Hills School District schoolwide programs:

1. Schoolwide reform strategies.

The schoolwide program must incorporate reform strategies in the overall instructional program. Those strategies must:

- Address the needs of **all** children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and achievement standards;
- Reflect effective methods and instructional practices based on scientifically based research;
- Improve the teaching of reading/language arts, mathematics, and science.

2. Instruction by highly qualified teachers.

The schoolwide program must ensure instruction by highly qualified teachers and ongoing professional development by:

- Including strategies to ensure effective instruction by highly qualified teachers;
- Providing high-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff;
- Aligning professional development with the State's academic content and achievement standards;
- Devoting sufficient resources to carry out effectively the professional development activities;
- Including teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve the achievement of individual students and the overall instructional program.

3. Parental involvement.

The schoolwide program must involve parents in the planning, review and improvement of the plan. A schoolwide program must have a parental involvement policy that:

- Includes strategies to increase parental involvement, such as family literacy services;
- Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students that participate in the required academic assessments;
- Makes the comprehensive schoolwide plan available to the district, parents, and the public;
- Provides the information contained in the plan in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

4. Additional Support.

The schoolwide program must improve the entire educational program of the school, particularly to those students who are furthest from demonstrating proficiency in attaining the State's academic content and achievement standards. The schoolwide program must:

- Include activities to ensure that students who experience difficulty attaining the proficient of academic achievement standards will be provided with effective and timely additional support;
- Ensure that those students' difficulties are identified on a timely basis;
- Provide sufficient information to teachers on which to base effective assistance to those students.

5. Transition

The schoolwide program **in an elementary school** must include plans for assisting preschool students in the successful transition from early childhood programs.

Schoolwide Program Plan

WHSD schools that operate a schoolwide program shall develop, in consultation with the school district and other technical assistance providers, a comprehensive plan for restructuring the total instructional program. The plan must be available to the school district, parents, and the public.

The schoolwide plan must

- Provide for the use of Title I and other resources for implementation;
- Describe how the school will provide individual student assessment results, including interpretation of these results, to parents;
- Provide for the collection of data on achievement and assessment results of all students in the school. Data must be disaggregated by gender, major ethnic or racial groups, LEP status, migrant status, homeless status, by children with disabilities compared to non-disabled children, and by economically disadvantaged children compared to non-economically disadvantaged children.

The schoolwide program plan must be developed with the involvement of the community to be served, including teachers, parents, principals, pupil services personnel, other staff and school students when applicable.

WHSD schoolwide programs serve **all** children in a school. All staff, resources, and classes are part of the overall schoolwide program. Therefore, when visiting or discussing a properly designed schoolwide program school, references will be made to staff, children, and classroom, as opposed to, for example, a Title I classroom. Schoolwide planning will be updated yearly and incorporated into the "Getting Results" plans that are submitted to the Superintendent.