



ESSA Schoolwide Program Template

Overview:

A Title I schoolwide program is a comprehensive reform strategy, or set of strategies, designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the District's academic standards. Title I schools implementing schoolwide programs are required to develop schoolwide program plans in accordance with ESSA Section 1114(b). The fillable template attached may be used to guide the development or revision of a schoolwide plan to ensure that all required components are included.

Pre-planning the Development of a Schoolwide Plan:

There are **three steps** in the development and implementation of a schoolwide program:

Step 1: Conduct a comprehensive needs assessment of the school

- The findings of the comprehensive needs assessment identify the needs of students in the school to meet academic standards, prioritize the goals of the schoolwide program, and inform the strategies of the program plan
- Schoolwide programs are usually developed over one year of data collection, unless the needs assessment can be performed in a shorter time period
- Needs assessment data and analysis is often provided by the LEA to schools
- The conclusions of the needs assessment must include input from the school's stakeholders
- The comprehensive needs assessment should be documented in preparation for monitoring
- If the academic results of the students have not improved under a schoolwide program over multiple years, a comprehensive needs assessment may be conducted to identify new student needs
- An expanding LEA should conduct a comprehensive needs assessment to determine the needs of a new campus and new students

Step 2: Develop the schoolwide program and implement the plan

- The schoolwide program prioritizes and responds to the identified needs of students, particularly those who are low-achieving, to demonstrate proficient and advanced levels of achievement on the District's academic standards
- The strategies chosen to accomplish the goals of the program comprise the schoolwide program plan, and have expected outcomes
- Each Title I school in an LEA must have a schoolwide program plan

- The strategies may be the same across an LEA, but the activities to perform the strategies may be different between schools
- The strategies and/or activities to address the needs identified in the school must be chosen at the school level by the program development team
- If appropriate and applicable, the plan should be developed in coordination with other federal and District services, resources, and programs (i.e. Head Start programs, housing programs, career and technical education programs)
- The schoolwide program plan of any schools in the LEA identified for comprehensive or targeted support and improvement activities should be developed in coordination with those plans, and may be the same plan (inclusive of all required components)
- The plan must be available to parents and the public in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand

Step 3: Review and revise the schoolwide plan

- The schoolwide program may remain in effect every school year, but it must be reviewed periodically (at least annually)
- The review process ensures the efficacy of the schoolwide program plan for the school in achieving the goals
- The review should evaluate achievement of the goals, and may also analyze implementation of the strategies and if the activities are producing the expected outcomes
- The data sources used in the needs assessment are often used in the review of the program, and must also include input from stakeholders
- The evaluation of the program and any revisions to the plan should be documented in preparation for monitoring

School Name: LEARN D.C. Public Charter School

School Year: 2022

Date: 11/14/2022

Select One: ☒ Initial Plan ☐ Updated Plan

Component 1 – Results of the Comprehensive Needs Assessment (ESSA Section 1114(b)(6))

What conclusions were drawn from the comprehensive needs assessment?

LEARN D.C. is a charter school serving PK3-2nd Grade students which opened during 2021-2022 school year on the Joint Base Anacostia Bolling military installation. During year one of the program implementation all of our students were out of school due to COVID restrictions for nearly two years. As a result of this, many students entered Learn D.C. having foundational literacy, math, and social skills deficits. Based on our initial assessments and observations, the academic impact on students was significant. Our school wide plan will focus on children impacted by COVID distance learning to improve literacy outcomes for children.

What are the identified needs of the students most at risk of failure and the school as a whole?

Based on the nationally normed literacy assessment, DIBELS, making up loss learning in foundational literacy skills and reading comprehension.

How should the identified needs be prioritized to ensure that all students will achieve academic success?

LEARN will prioritize the placement of a highly qualified teacher and a highly qualified teacher assistant in each identified classroom to provide individual and small group instruction through high-impact tutoring.

How will the school and LEA know if the identified needs have been met and the program is succeeding?

Using the DIBELS assessment, LEARN will monitor student progress to identify literacy gaps and ensure all students are at grade level expectations.

Need Identified	Prioritization	Goal to Address the Need	Success Metric
1 st Grade Literacy	1st	Instructional Assistant in each 1 st grade classroom to provide small group and individual intervention	All 1 st grade students reading at grade level expectations as measured by DIBELS

Component 2 –Comprehensive Schoolwide Program Planning Team *ESEA section 1114(b)(2)*

List the name and title of each stakeholder who participated in developing this plan.

Required Roles	Name	Title
Parents	Jolie Carr	Parent
School community members		
LEA Administrators	Alecia Ritzema	Student Support Services Coordinator
Principal	Sharon Michaels	Principal
Teachers	Krystal Housey	Teacher
School leaders		

Additional Roles	Name	Title
Instructional support personnel		
Other school staff		
Students (Secondary schools)		
Technical Assistance Providers		

What was the process for involving stakeholders and collecting their input?

Stakeholders had an opportunity to review the initial plan and provide their feedback.

How were their contributions used to develop the school wide plan?

Stakeholder feedback was incorporated into the revision to the initial plan.

Component 3 – Comprehensive Schoolwide Plan Strategies (ESSA Section 1114(b)(7)(A))

What are the strategies chosen for the school wide program plan?

- *Development of high impact tutoring intervention that targets students substantially behind grade level*
- *Intervention occurs for at least 90 minutes per week outside of tier 1 instruction*
- *Intervention session will be taught by the teacher or teacher assistant consistently for the duration of the intervention*
- *Instructional will be based upon the specific skills and standards needed to access Tier 1 content, using curricula aligned to Common Core Standards*

How will these strategies provide opportunities for all children to meet the District’s academic standards?

The high impact tutoring will provide targeted instruction for students identified.

How do the plan’s strategies strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum?

Students will receive 1:1 or small group support which will provide them with a targeted intervention.

What is the evidence of the effectiveness of the chosen strategies?

Many¹ research sources reveal that there are a few factors which determine the success of a high impacting tutoring program: high quality, caring instructors, evidence-based curricula, aligned to grade-level content, and data driven practice.

High Quality Instructors

“Tutors should have a solid grasp of the subject matter they are teaching, receive close supervision, and have access to opportunities for professional growth. As much as possible, tutors should reflect the communities they serve.”² The teachers and instructional assistants at Learn D.C. have and will continue to build trusting relationships that foster student engagement so that students can fully take advantage of the learning opportunity. In our plan, students will be tutored by the instructor assigned to the classroom every day.

¹ White, S., Carey, M., O’Donnell, A., & Loeb, S. (2021). Early Lessons from Implementing High-Impact Tutoring at Scale. National Student Support Accelerator.

² City Tutor DC and City Bridge (March 2022). A Citywide Approach to Acceleration: Early Lessons from City Tutor DC.

Evidence-based curricula, aligned to grade-level content

The HIT will offer strategic instruction in skills and standards that are key to accessing current grade level content, providing just-in-time support and reinforcement of pre-requisite skills needed to engage with Tier 1 instruction. HIT curricula and pedagogical strategies will be rooted in high-quality research and should be aligned to Common Core standards for teaching and learning.

Data Driven Practice:

Learn D.C. will use baseline assessment data to determine which students will participate in HIT. Teachers and instructional assistants will regularly use diagnostic and assessment data to identify ongoing skill gaps and adjust the focus of their lessons to meet students' specific needs. Progress monitoring should occur in 6-8 week cycles, and include setting a goal, assessing progress, and adjusting course based on students' mastery of skills and areas of need.

Strategy Name: High Impact Tutoring	
Strengthens the academic program by:	Providing targeted skill instruction to students to close skill deficits and learning loss caused by delay in attending school in-person due to the COVID-19 pandemic.
Closes the achievement gap by:	
Increases the amount and/or quality of learning time by:	Students receive 90 minutes of targeted tutoring each week.
Provides an enriched and/or accelerated curriculum by:	Provides instruction at the student's grade level.
Evidence base:	
Implementation activities:	

Expected outcomes:

Students will grow in foundational literacy and reading comprehension skills.

Component 4: Evaluation (ESEA Section 1114(b)(3))

- **What will the evaluation process be to monitor the implementation of, and results achieved by the schoolwide program plan? What student performance data will be used in the evaluation?**

Students will take a nationally normed benchmark assessment in foundational literacy and reading comprehension.

- **What criteria or metrics will be used to determine if the schoolwide program has been effective in Increasing student achievement, particularly for the students the furthest from achieving District of Columbia academic standards?**

A few factors will be considered: Fidelity of implementation, curricula use, student attendance in the intervention as well as the impact of the inputs on students outcomes.

Strategy	Data Type	Success Metric	Implementation Factors to Assess	Results to Assess
Benchmark Assessments	Quantitative and Qualitative	Grade Level Expectations	Progress Monitoring	Student's growth between benchmark assessments
Progress Monitoring	Quantitative and Qualitative	Student's Growth each assessment	Consistent fidelity of implementation	Students' growth between assessments

If consolidating funds, indicate the federal grant allocations to be consolidated to support the schoolwide program plan in the school.

Check As Applicable	Consolidated Funds
	Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
	Title III, Part A: English Language Acquisition, Language Enhancement, & Academic Achievement
	Title IV, Part A: Student Support and Academic Enrichment Grants
	Title IV, Part B: 21 st Century Schools
	IDEA
	Other, please specify