



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: Hope Tolson Community PCS

School Year: 22-23

Date: 9/6/22

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?
- What are the identified needs of the students most at risk of failure and the school as a whole?
- How should the identified needs be prioritized to ensure that all students will achieve academic success?
- How will the school and LEA know if the identified needs have been met and the program is succeeding?

Need Identified	Prioritization	Goal to Address the Need	Success Metric
The data used from the parent, staff and student surveys address school culture, climate, academics, engagement and safety. Academically, scholar assessment data used for the needs assessment activity included PARCC data from 2018-2019, Reading, grades 3 and 8.		By the end of the 2022– 2023 school year, 62% of Latinx scholars will be at a level 3 or higher, as measured by the reading PARCC assessments. (47%-->62%) https://osse.dc.gov/page/2018-19-parcc-results-and-resources#results	Dramatic gains can be seen by comparing how the same group of students scored on the most recent PARCC assessment compared with previous years.
The data used from the parent, staff and student surveys address school culture, climate, academics, engagement and safety. Academically, scholar assessment data used for the needs assessment activity included PARCC data from 2018- 2019, Math, grades 3 and 8.		PARCC Math: By the end of the 2022 – 2023 school year, 46 % of Latinx scholars will be at a level 3 or higher, as measured by the math PARCC assessments. (31%-->46%) https://osse.dc.gov/page/2018-19-parcc-results-and-resources#results	Dramatic gains can be seen by comparing how the same group of students scored on the most recent PARCC assessment compared with previous years.

<p>The data used from the parent, staff and student surveys address school culture, climate, academics, engagement and safety. Academically, scholar assessment data used for the needs assessment activity included NWEA Reading.</p>		<p>NWEA MAP Reading: Latinx: By the end of the 2022 – 2023 school year, 50% of Latinx scholars in grades K-8th grade will meet their growth goals, as measured by the fall to spring NWEA MAP Reading assessment.</p>	<p>Dramatic gains can be seen by comparing how the same group of students scored on the most recent NWEA Reading assessment compared with the previous year.</p>
<p>The data used from the parent, staff and student surveys address school culture, climate, academics, engagement and safety. Academically, scholar assessment data used for the needs assessment activity included NWEA Math.</p>		<p>NWEA MAP Reading: Latinx: By the end of the 2022 – 2023 school year, 50% of Latinx scholars in grades K-8th grade will meet their growth goals, as measured by the fall to spring NWEA MAP Math assessment.</p>	<p>Dramatic gains can be seen by comparing how the same group of students scored on the most recent NWEA Math assessment compared with the previous year.</p>

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.

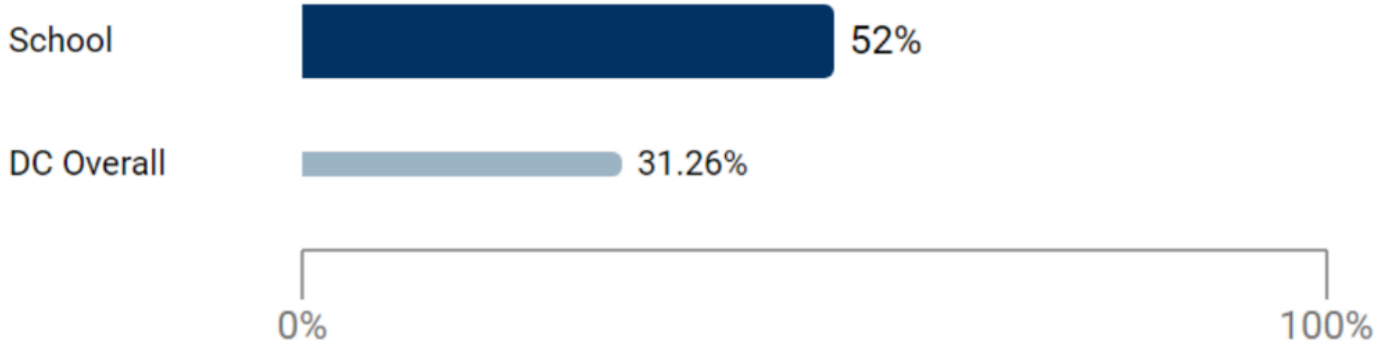
Required Roles	Name	Title
Parents		Bianca Tobias
School community members		Zuyapa Garcia,
LEA Administrators		Alisha Jordan, Shemeka Ivy
Principal		Alisha Jordan
Teachers		Tearai Jones, Andrea Upshur, Huff, Washington
School leaders		Melissa Morris, Regional Director Alisha Jorda, Principal Shemeka Ivy, PIR Fametta Jackson, Academic Coach

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

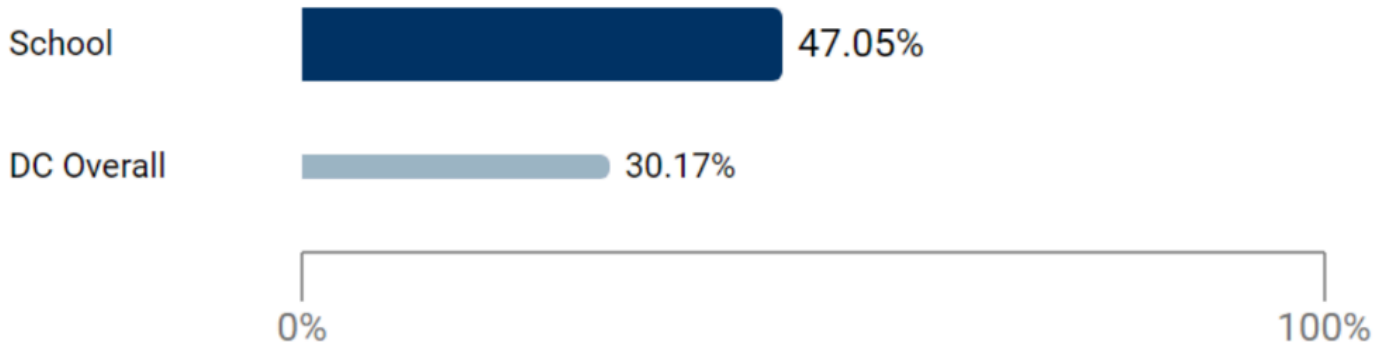
- What was the process for involving stakeholders and collecting their input?
The School Improvement committee included a representative from each grade level academy (PK, K-2, 3-5,6-8), LatinX Parent Liaison, Hope family members. The comprehensive needs assessment was reviewed. Committee members discussed the three-year plan in regards to supporting LatinX at Hope Community Public Charter School.
- How were their contributions used to develop the schoolwide plan?
With Phalen Leadership Academies developing a new partnership with Hope Community,

committee members provided insight to challenges that the LatinX population faced in previous years that may have played a factor in the achievement gap of said scholars. Committee members encouraged PLA to review the DC PCSB report card for the previous school year.

English Learners



Hispanic/Latino, any race



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

- What are the strategies chosen for the schoolwide program plan?
- How will these strategies provide opportunities for all children to meet the District’s academic standards?
- 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?
- What is the evidence of the effectiveness of the chosen strategies?

Strategy Name	
Strengthens the academic Program by:	Hope Community Public Charter School partnered with Phalen Leadership Academies to focus on staff growth/development, data-driven instruction, and community engagement. PLA gathered data to determine staff, scholar, and community needs that can be addressed.
Closes the achievement gap by:	Phalen Leadership Academies includes an instructional focus on small group instruction. A team of highly-qualified Reading and Math Interventionists are on staff to provide daily, intensive instruction through LLI (Leveled Literacy Instruction) and Zearn (Tier 3 program for the core Math Program, Eureka) to Tier 3 learners to close the literacy achievement gap. Scholars are progress monitored to determine growth. Intervention is provided face-to-face with EL learning staff, as well as blended learning using Reading A to Z for literacy support. Using data from NWEA MAP, scholars receive differentiated reading and math intervention through Edgenuity, a digital platform used in class daily. Teachers are addressing Tier 2 learners multiple times throughout the week in small group instruction through Guided Reading and Zearn, accompanied by digital individualized pathways created for all scholars through Edgenuity.
Increases the amount and/or quality of learning time by:	Teachers are implementing Great Minds’ Eureka mathematics curriculum. Which focuses on building conceptual understanding for learners. With intensive practice on fact fluency and building strong number sense while incorporating daily exercises with critical thinking to prepare for college and career. Scholars are utilizing close reading strategies. Teachers will utilize rich, grade-level text to foster

	<p>thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself.</p>
<p>Provides an enriched and/or accelerated curriculum by:</p>	<p>Increasing small group instruction. Across grade levels, teachers are incorporating targeted instruction within 2/3 of their core academic blocks. Teachers spent the first few weeks of school building routines and fostering procedures to prepare all learners for small group instruction. This will allow teachers to utilize data and provide targeted instruction to LatinX in all grade levels for reading and mathematics.</p>
<p>Evidence base:</p>	<p>Teachers will participate in biweekly data meetings to review progress of EL scholars, as well as, discuss effective strategies. In collaborative planning, teachers will have the support of the academic coach to use the data to drive targeted instruction for LatinX population, as well as digital platforms to support blended learning.</p>
<p>Implementation activities:</p>	<p>We have identified monthly parent events to ensure that families are aware of school updates in a virtual environment. Additionally, we are working to ensure that our LatinX families are welcomed and engaged. The Parent Choice Taskforce has worked to ensure that we have monthly parent events including virtual Town hall meetings, Meet the Teacher nights, Back to School Night as well as targeted meetings for parental support including mental health support, and student support services meetings. These ongoing communication meetings are designed to inform parents of school operations and improve school/community relationships. We have also scheduled events and additional surveys specifically for our Latinx population - monthly "parent cafes" are under development. We will implement a weekly Thursday newsletter in English and Spanish to keep our families informed of the school expectations and to provide tips for supporting your child academically.</p>
<p>Expected outcomes:</p>	<ul style="list-style-type: none"> ● Increased family engagement ● Increased scholar enrollment ● Exponential academic growth

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?
- 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?

Strategy	Data Type	Success Metric	Implementation Factors to Assess	Results to Assess
Increase enrollment	Enrollment Data	Review weekly enrollment data focusing on LatinX population.	How is the Parent Liaison and Engagement Coordinator focusing on the LatinX population?	Weekly enrollment data submitted to the PLA National team.
Increase student engagement	PLA Coaching Cycle	Review BOY to EOY Coaching Cycle Data to determine Scholar Engagement	Review Student Engagement Criteria with staff prior to assessing.	EOY Coaching Cycle Data
Independent Reading Comprehension	Benchmark Assessment Systems	LLI Data	Progress Monitoring Data	End-of-year BAS data
Math	NWEA MAP Growth	NWEA MAP Data	Math MAP Growth for K-8 scholars during the 22-23 school year	End-of-year MAP Math data.

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
x	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
x	Title IV, Part A: Student Support and Academic Enrichment Grants
	Title IV, Part B: 21 st Century Schools
	IDEA
	Other, please specify