Designing Schoolwide Programs

Non-Regulatory Guidance

March 2006

DESIGNING SCHOOLWIDE PROGRAMS

TABLE OF CONTENTS

A. INTRODUCTION 2
Purpose of the Guidance 2
An Overview of Schoolwide Programs 2
Core Elements of Schoolwide Programs 4
Questions and Answers 6
B. CONDUCTING THE COMPREHENSIVE NEEDS ASSESSMENT 7
Planning as an Organizational Strategy 8
Step 1: Establishing a Schoolwide Planning Team 8
Step 2: Clarifying the Vision for Reform 10
Step 3. Creating the School Profile 10
Step 4: Identifying Data Sources 13
Step 5: Analyzing Data 14
Questions and Answers 15
C. CREATING THE COMPREHENSIVE PLAN 16
Comprehensive Plan Components 16
Identifying Priorities and Effective Strategies 18
Setting Measurable Goals 20
Writing the Plan 21
Questions and Answers 23
D. PROGRAM EVALUATION/ANNUAL REVIEW 23
Evaluation/Annual Review of Schoolwide Programs 23
Identifying the Questions to Ask 24
Deciding Who Should Conduct the Evaluation/Annual Review 25
The Evaluation/Review Process 26
Accountability for Results and Continuous Improvement 28
Questions and Answers 29
APPENDIXES 31
APPENDIX I: Additional Questions and Answers 32
Eligibility/Poverty Determinations 32
Teacher Qualification Requirements 32
Record Keeping 33
Charter Schools and Schoolwide Planning 33
APPENDIX II: Bibliographic References 34
APPENDIX III: Web-Based Resources 36
APPENDIX IV: Schoolwide Planning Team Members/Roles 38
APPENDIX V: Assessment of School Progress Toward Schoolwide Improvement 40
APPENDIX VI: Indicators for the School Profile 43
APPENDIX VII: Data Collection Guide 47
APPENDIX VIII: Finalizing the Schoolwide Plan - A Rubric for Monitoring and Evaluation 48

A. INTRODUCTION

Purpose of the Guidance

This guidance offers a renewed vision for the use of the schoolwide program, both as a reform strategy and as a means of realizing the high standards for student achievement envisioned by the No Child Left Behind Act of 2001 (NCLB). It is intended to be used as a companion document to the statute and regulations, as well as a technical assistance resource.

The guidance is organized in three major sections: the comprehensive needs assessment, the comprehensive plan, and the annual program evaluation. The first section suggests a process for organizing and conducting the needs assessment. It also discusses planning in general, not only as the prerequisite to change and reform, but also as an ongoing and transparent activity that must be used throughout all aspects of schoolwide program implementation. The second section addresses the development of the comprehensive plan and its required components, emphasizing the importance of involving all key stakeholders. The third describes a strategic approach to the required evaluation of the program, which loops back to the planning component. Each begins with a brief discussion followed by a more detailed explanation of specific program requirements. Research-based principles and practical approaches for implementation are also included, and each section ends with questions and answers on specific topics, as needed.

The appendices provide print and Web-based information resources as well as answers to technical questions that are not addressed specifically in the main body of the guidance. The appendices also contain practical resources and tools that can be used in planning, organizing and developing schoolwide programs.

References to the statutory provisions for schoolwide programs occur throughout this guidance. The full text of the statute may be viewed by accessing the following link: http://www.ed.gov/legislation/ESEA02. Refer to section 1114 under Title I**,** Part A, Improving Basic Programs Operated by Local Educational Agencies, Subpart 1, Basic Program Requirements. The full text of the final regulations and the preamble may be viewed by accessing the following link: ed.gov/news/fedregister Title I - Improving the Academic Achievement of the Disadvantaged; Final Rule, December 2, 2002 (67 FR 71710); §§200.26 through 200.29 of title 34 of the Code of Federal Regulations (CFR).

An Overview of Schoolwide Programs

A schoolwide program is a comprehensive reform strategy 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 State academic achievement standards. This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide authority also reflects the following fundamental principles of Title I, as amended by the NCLB:

- Accountability for results**.** In a schoolwide program, accountability for results is shared throughout the school. All students are expected

to meet the State's challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.

- Research-based practices. Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.

- School and community engagement. Staff in schoolwide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students and improve the school.

Core Elements of Schoolwide Programs

NCLB established high standards of accountability for State and local educational agencies (SEAs and LEAs), by requiring them to raise the achievement of all students, including students in the nation's poorest schools. States must describe how schools will close the achievement gaps between major subgroups of students, make adequate yearly progress (AYP), and ensure that all students, including those who are educationally disadvantaged, meet the State's academic achievement standards.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

In general, schoolwide programs--

- Plan for comprehensive, long-term improvement;
- Serve all students with highly qualified teachers and paraprofessionals;
- Provide continuous learning for staff, parents, and the community;
- Use research-based practices to develop and implement enriched instruction for all students;

- Use inclusive approaches to strengthen the school's organizational structure;
- Consolidate resources to achieve program goals[1]; and
- Engage in continuous self-assessment and improvement.

There are three core elements of a schoolwide program, each of which is discussed in more detail later in this document *[34 CFR 200.26]*.

1. A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.

2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The schoolwide plan must--

    - Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement;
    - Provide instruction by highly qualified teachers;
    - Offer high-quality, ongoing professional development;
    - Create strategies to attract highly qualified teachers;
    - Create strategies to increase parental involvement;
    - Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;
    - Identify measures to include teachers in decisions regarding the use of academic assessments;
    - Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
    - Coordinate and integrate Federal, State and local services and programs.

    Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated if it chooses to

[1] Section 1114 of Title I of the ESEA authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. For detailed information on consolidating funds in a schoolwide program, see the non-regulatory guidance *Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement Not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, Grantback (awaiting publication at www.ed.gov/policy/landing.jhtml).*

consolidate funds from Title I, Part A, and other Federal education program funds and resources without maintaining separate fiscal accounting records by program, or meeting most statutory requirements of those programs *[Section 1114(b)(1) of Title I of ESEA]*.
(See http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html for information on the programs that can be consolidated in a schoolwide program and examples of how to meet the intent and purposes of such programs.)

3. The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Questions and Answers

A-1. What requirements must a school meet to be eligible to operate a schoolwide program?

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. *[Section 1114(a)(i) of Title I of ESEA]*.

A-2. What is the essential difference between a Title I schoolwide program and a Title I targeted assistance program?

A targeted assistance program employs staff paid with Title I funds to serve only those students who have been identified as being most at-risk of not meeting the State's challenging standards. Multiple measures of student academic achievement are used to determine which students are eligible to participate in the program. Services to eligible students may be provided in a "pullout" setting on a limited basis, or may be provided in the regular classroom.

Schoolwide program schools use Title I funds to meet the needs of all students in the school, as determined through a comprehensive needs assessment. Individual students are not identified as eligible to participate. No distinctions are made between staff paid with Title I funds and staff who are not. All school staff are expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.

A-3. What factors should a high-poverty school take into consideration when deciding to operate a schoolwide program?

The primary consideration for a high-poverty school when considering whether to operate a schoolwide or a targeted assistance program is which strategy provides

the greatest likelihood of improving the achievement of its students with the greatest needs. Properly implemented, schoolwide programs enable Title I schools with high concentrations of poverty to improve the achievement of their lowest-performing students by redesigning their total educational program rather than merely adding on services for students identified as especially at-risk.

The original schoolwide concept (which was first included in the law in 1978) drew on "effective schools" research that pointed to the value of implementing comprehensive improvement strategies throughout an entire school as a way of improving outcomes for individual students. Research findings since that time reinforce the fact that all children, including the lowest-performing children, in high-poverty communities can master challenging academic content and complex problem solving skills when resources, practices, and procedures are coordinated across an entire school.

B. CONDUCTING THE COMPREHENSIVE NEEDS ASSESSMENT[2]

A school wishing to operate a schoolwide program must undertake a specified yearlong planning process (unless the school district determines that less time is needed). A school that already operates a schoolwide program also can use this planning process to update or revise existing plans. An updated needs assessment, in particular, could help school staff identify where needs have changed in a school that has been operating a schoolwide program for a long period of time.

The planning process begins with the required comprehensive needs assessment. *[Section 1114(b)(2)(B) of Title I of ESEA]*. The needs assessment is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation. The needs assessment is based on academic information about all students in the school, including economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; limited English proficient students, and migrant students.

This section describes recommended steps staff should take in conducting the required needs assessment: (1) establishing a schoolwide planning team; (2) clarifying the vision for reform; (3) creating the school profile; (4) identifying data sources; and (5) analyzing data.

[2]Section 1114(b) requires eligible schools that want to operate a schoolwide program to conduct a needs assessment to develop their schoolwide plan. Paperwork requirements that may be associated with this provision were approved by the Office of Management and Budget under Control # 1810-0581.

Planning as an Organizational Strategy

Before the school staff begins step one, it is important that they develop a common understanding of the role of systemic planning in school reform. Typically, planning is identified as a short-term process that ends once a plan is written. In this document, planning is seen as an ongoing process in which school staff: identify needs, identify interventions to address the needs, assess the effectiveness of those interventions, and make revisions as needed. Planning is an *organizational strategy* that guides program development, implementation, and evaluation.

Systemic planning provides structure for improvement and a logical way for school staff to think about the changes that need to be made in the school initially and throughout the life of the schoolwide program. Planning encompasses many activities, such as the development of a shared vision, the identification of reform priorities, and the creation of goals. It directs the initial needs assessment and its periodic updates and helps the school to revisit its initial goals and activities in light of evaluation findings. Systemic planning is essential to both initial school reform and to the school's continuous improvement.

The five-step process outlined below helps schools organize and complete the comprehensive needs assessment; it includes the guiding principles suggested in *Implementing Schoolwide Programs: An Idea Book on Planning, Volume 1*[3], published by the U. S. Department of Education.

Step 1: Establishing a Schoolwide Planning Team[4]

A formal schoolwide planning team should be in place to lead the process of developing the schoolwide program. Primarily, this team should organize and oversee the needs assessment process; lead the staff in developing the schoolwide plan; and conduct or oversee the program's annual evaluation. Typically, the principal or another instructional leader establishes this core planning team, which might consist of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school such as guidance counselors and curriculum specialists; parents and other community members; and students (in a secondary school). In addition to possessing diverse skills and experience, the team should be knowledgeable about Title I programs and their regulatory requirements.

---

[3] United States Department of Education. *Implementing Schoolwide Programs: An Idea Book on Planning, Volume 1*. Washington, DC, 1998.

[4] Section 1114(b)(2)(B) of Title I requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students from such schools.

The answers to the following questions provide useful information for determining how to establish the planning team.

- **Is there an existing team or committee that can serve as the schoolwide planning team?** Use of an existing group will avoid duplication of effort and capitalize on the collective experience and expertise in the school as long as all the appropriate participants are represented.

- **If a new team is established, how will members be selected and recruited?** The representative participation of school staff should be encouraged in order to ensure active participation in the planning process and implementation of the schoolwide program. Parents and members of the business community should also be actively recruited.

Once the planning team is created, it will face a number of organizational tasks, such as identifying member roles and responsibilities, identifying and involving key stakeholders, recruiting additional members when necessary, organizing the team's work, and preparing the school for change. Below are some issues the core planning team will want to consider:

- **How will the schoolwide planning team organize its work and how will members establish effective working relationships with each other and with constituent groups?** Professional development and training is a valuable tool to help the planning team establish common ground and adopt successful practices and procedures for working together and with the staff. Consultants can work effectively with the core planning team to establish skills in leadership, consensus building, meeting management, and project organization.

- **How will members of the schoolwide planning team communicate with the groups they represent and with community members who have a stake in the success of the schoolwide program**? The schoolwide planning team should seek input and participation from the groups it represents as well as other community members. Once the plan is drafted, all stakeholders should be provided with an opportunity to review it and provide comments. The team should take care to identify who is responsible for what in the plan and that those identified understand and agree to those responsibilities. Stakeholders should also participate in the program's annual review and revision.

- **How much autonomy will the planning team have in decision making?** The planning group should have the autonomy to carry out the functions necessary to complete the schoolwide program design process. However, the group should balance this autonomy with a commitment to stakeholder participation in major program

development and implementation decisions. Shared leadership is an essential component of successful schoolwide programs.

Step 2: Clarifying the Vision for Reform

Before the needs assessment begins, the school staff should discuss what their reformed school will look like in terms of student success, and how that vision differs from what currently exists. This discussion will lead to the identification of strengths and challenges the school should address to achieve meaningful change, improve student achievement, and attain that vision.

A collective vision is the engine that drives school reform. A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

Gathering a wide array of thoughts and opinions together into a single, organizational vision requires persistence, energy, outreach, and non-judgmental listening. This process is especially important when the group is contemplating the reengineering of every part of the school, from standard operating procedures to expectations for students. The effort is worth the investment, however, since a shared vision is an essential component of a school's culture, and that culture is what should be addressed for the school to truly reform.

Step 3: Creating the School Profile

As a school prepares to become a schoolwide program, it needs to understand its current status, a snapshot that will help illustrate the gap between where the school is now and where it wants to be when its vision is realized.

A school profile provides that picture; it is a data-driven description of the school's student, staff, and community demographics, programs, and mission. The school profile serves as a starting point for discussion by the planning team, and useful information for each of the focus areas of the needs assessment that follows. It suggests critical areas that might be addressed in the schoolwide plan.

To create the profile, the schoolwide planning team should first decide which focus areas are most essential to reform the school. Although additional factors may be added to the profile, those listed on the following pages significantly impact student achievement, and, at a minimum, the schoolwide planning team should assess the school's current status with respect to each of them. Some

questions that will help the team know what information to collect are listed after each factor.

Student Needs

- How well are students achieving on State assessments, in general, in identified subgroups and individually?
- Are there measurable goals for achievement that are known by parents, teachers, and students?
- How does the school identify individual student needs?
- What are the student mobility rates? Dropout rates? Attendance rates?
- What, if any, significant disciplinary problems exist in the school?
- What intervention process is in place to ensure that students' educational needs are met in a timely manner?
- Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed?
- Did the school make AYP last year? In prior years? If not, why?

Curriculum and Instruction

- How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process?
- What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?
- Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?
- What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?
- How are assessment results used?
- Is instructional technology available to all students? Do teachers integrate technology into teaching?
- Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?

Professional Development

- Are all teachers and instructional paraprofessionals highly qualified?
- Is there a process to determine the professional development needs of teachers?
- What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?

- Is professional development voluntary or mandatory? To what degree does staff participate?
- Is professional development related to classroom instruction?
- How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
- Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
- Who provides professional development (e.g., school district, SEA, regional laboratory, etc.)? Are external resources (e.g., expert practitioners, regional laboratories, representatives of higher education institutions, SEA staff, etc.) used to provide staff development for the school? How often does this occur?
- Does the daily teacher schedule allow for common planning time across grade levels and content areas?
- How is professional development evaluated and mid-course corrections made if needed?

Family and Community Involvement

- Do teachers routinely communicate with parents (formally and informally) about the academic progress of their children?
- How are parents and the community involved in activities that support student learning?
- How does the school involve parents and the community in school governance decisions?
- Are health and human services available to support students and their families?
- Are translators and written communications available for families who speak languages other than English?
- Does the school or district offer adult education programs?
- Are staff and students involved in community activities?
- Does the school partner with local businesses to enhance its educational program?
- How does the community view the school?
- How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?

School Context and Organization

- Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school?
- Is the entire school staff involved in decisions about school operations? How?
- Is the school safe and orderly?

- What disciplinary policies exist, and how are these policies enforced?
- What is the school climate? Are staff and student morale high?
- How is the school managed?
- What role(s) does the principal play? Is he or she viewed primarily as an instructional leader? A business manager? A disciplinarian?
- How is the school budget determined, and how are priorities set?
- How are all resources (funds, time, personnel) currently allocated?
- How are the financial resources prioritized to meet the needs of the school?
- Does the school currently operate with one written plan? Was the plan developed collaboratively? Is the plan followed?
- Overall how much progress has the school made in the last year? In the last two years?

Step 4: Identifying Data Sources

The team is charged with gathering and organizing data in these five focus areas. In some areas, the team can access existing data. For example, they will be able to gather quantitative data such as student achievement results, enrollment counts, dropout rates, and graduation rates from school and district records and reports, and demographic statistics from community-based or other organizations.

In other areas, however, the planning team may need qualitative data that reveal attitudes and perceptions. To gather this information, the team may either use existing instruments or design its own to be used for written surveys or face-to-face or telephone interviews, focus groups, or classroom observations.

Obtaining qualitative data requires good organization and adequate time. The kind of information needed and the source of that information will determine the collection method to be used. Safeguards must be taken to ensure that collection methods are appropriate for the groups or individuals surveyed. For example, a lengthy written survey is not appropriate for a parent who has reading difficulties or limited English proficiency; instead, conducting a focus group might be an appropriate means of eliciting useful information.

The following list provides some additional guidelines for obtaining data:

- Explain the purpose of each data collection instrument. Some planning teams write cover letters for surveys explaining how the process works and why answers to the questions are important to school improvement efforts.
- Phrase all questions appropriately, and omit unnecessary questions. It is not productive for the planning team to gather more information than it can handle. Careful proofreading is a must.
- Assure those surveyed that their individual answers will be kept confidential.

- Establish a culture that there are no right or wrong answers and that there are no consequences.
- Give survey participants enough time to think about their answers and return surveys without being rushed.
- Ensure that those who are gathering the data are available to answer questions about the instrument.

Whichever data collection methods are chosen, the schoolwide planning team will need to (1) identify individuals to be surveyed or interviewed; (2) determine how to receive the information and follow up with people who do not respond; (3) duplicate and distribute data collection forms, as needed; (4) organize the data within the identified focus areas; and (5) tabulate the data and display results in ways that are clear and understandable. Creating charts, tables, and tally sheets can help the team organize the data and reveal trends that will be useful later when schoolwide priorities are established.

Step 5: Analyzing data

Sound data analysis is an essential step in moving from information gathering to the creation of a schoolwide plan that accurately and realistically addresses the key reform issues the school faces. As the planning team analyzes the data it has collected, the gap between the school's established vision for itself and its current operating state will become more clear, and the team will begin to recognize issues that have a significant impact on student achievement. The most important of these will be addressed in the schoolwide plan that is developed.

The following questions can serve as helpful prompts as the planning team discusses the collected data:

- What are the strengths and the challenges of the current school program?
- Does the evidence gathered support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need to know?
- What priorities does the information suggest?

Before distributing reports or findings, the schoolwide planning team should carefully review the data it has collected and the conclusions it has drawn. The team should establish a process to ensure that "outside eyes" (e.g., other teachers, district administrators) review the data and the team's interpretation of the findings. It is essential that stakeholders be able to see a clear connection between the information gathered and the conclusions that are based on that information.

After thorough analysis, the planning team should summarize the data that have been gathered, conclusions that have been drawn, and needs that have emerged in all of the focus areas. This information should be shared with all stakeholders in

as many ways as possible because it will be used as the basis for the goals and strategies that will be developed. Once this sharing has taken place, the planning team will work with the school staff to prioritize the needs and determine how the most important of them will be addressed in the schoolwide plan. That process is addressed in the next section.

Questions and Answers

B-1. How is the needs assessment related to the comprehensive plan and the evaluation?

The needs assessment should identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas. Data obtained from the needs assessment provide the foundation for the goals of the comprehensive schoolwide plan. The program's evaluation measures how successful the school has been in addressing identified needs, and meeting the goals of the plan.

B-2. Must every school spend an entire year planning before implementing a schoolwide program?

In general, every school that plans to operate a schoolwide program is required to spend an entire year conducting the planning process. However, an exception to this general rule can be made if the school's LEA determines, after considering the recommendation of State-supported technical assistance providers, that the school needs less time to develop and implement its schoolwide program. *[Section 1114(b)(2)(B)(i)(I) of Title I of ESEA]*.

B-3. Should planning be a continuous activity even after the initial planning year?

Yes. Although the comprehensive needs assessment as described in this section is required only during the planning year preceding the implementation of the schoolwide program *[Section 1114(b)(1)(A) of Title I of ESEA]*, effective programs incorporate planning into a continuous cycle of improvement. They regularly monitor and adjust their plans using updated school profile information, a reassessment of needs, and the results of their required annual evaluation.

B-4. If a school participates in a full planning year, is it required to implement its schoolwide program?

No. Although a school that goes through the yearlong planning process would typically implement a schoolwide program, it is conceivable that the school may choose not to do so. The school might decide that it needs additional time or might determine that it can better meet the needs of students through implementation of a Title I targeted assistance model. This decision should reflect the thoughtful consideration of the school staff about what is best for

students and should be made in collaboration with the LEA and other stakeholders.

B-5. Is there a role for non-instructional staff in the planning and implementation of schoolwide programs?

Yes. For the entire educational program of a school to improve, schoolwide program reform efforts must be comprehensive. This means that both instructional and non-instructional staff should be included in the design and implementation of the plan. Typically, participants include teachers, principals and administrators, pupil services personnel, guidance counselors, and also cafeteria workers, transportation staff, health services providers, technical assistance providers, and students (if the school is a secondary school). *[Section 1114(b)(2)(B)(ii) of Title I of ESEA]*.

C. CREATING THE COMPREHENSIVE PLAN

This section of the guidance describes how the schoolwide planning process moves from collecting and analyzing data and identifying needs to prioritizing those needs and developing a comprehensive plan to address them. Writing the plan is an extremely important step in this process, since a well-constructed plan provides a blueprint for all core operations in the schoolwide program. Done well, the plan brings focus and coherence to activities and helps ensure unity of purpose, alignment, and clear accountability.

Comprehensive Plan Components

A comprehensive plan must address all of the components defined in the ESEA *[Section 1114(b) of Title I of ESEA]*. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program.

- Schoolwide reform strategies. Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

- Instruction by highly qualified teachers. High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

- High-quality and ongoing professional development. Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

- Strategies to attract highly qualified teachers to high-need schools. Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

- Strategies to increase parental involvement. Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

- Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

- Measures to include teachers in decisions regarding the use of academic assessments. In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

- Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance. The schoolwide program school must identify students who need additional

learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

- Coordination and integration of Federal, State, and local services and programs. Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

Identifying Priorities and Effective Strategies

In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important in the first year. When the needs assessment is complete, the planning team should work with the school staff to establish these priorities. A number of activities are available that help groups work through the priority-setting process.

Once priority needs have been identified, the planning team should describe them in detail and generate discussion among staff members and other stakeholders about strategies to address them. Becoming a schoolwide program means the school has accepted a collective responsibility for reaching and teaching all students. Therefore, in addition to being grounded in scientifically based research, the strategies developed must be comprehensive and span all grades and subjects.

The planning team might create a chart similar to the one below to organize their needs assessment findings and proposed solutions in each of the profile focus areas.

Profile Focus Area – Curriculum and Instruction **Summary of problem:** Low reading achievement in grades 1 through 5	
Problem/Need Reading curriculum is not coordinated across grade levels.	**Possible Actions** • Adopt a research-based program that supports consistency across grade levels. • Revise curriculum guidelines to increase program consistency. • Provide uniform professional development across grade levels. • Select and purchase new instructional materials that are based on scientifically based research and aligned with State standards and assessments.
Problem/Need There is a persistent achievement gap between the academic performance of minority and non-minority students in reading.	**Possible Actions** • Further disaggregate test data to determine specific skill deficits and re-teach those areas. • Examine instructional materials to determine if they are appropriate for the lowest-performing students. • Establish a performance plan that specifies skill mastery and timelines for completion. • Provide additional instructional assistance during the school day and after school as appropriate.
Problem/Need Assessment methods conflict or are not aligned with the academic content and achievement standards.	**Possible Actions** • Select or develop assessment tools that are aligned with the content standards. • Develop and implement a student portfolio system as one means to assess mastery of the achievement standards. • Expand the use of diagnostic assessment as one means to obtain student level information. • Assign cross-grade level teams to establish common assessment rubrics. • Improve the consistency of letter grade reporting across grade levels, and among teachers.

Problem/Need	Possible Actions
Reading curriculum is outdated and does not reflect the State's content and achievement standards.	• Request technical assistance from the State and other providers to revise and align the curriculum with the State's standards. • Ensure that a curriculum committee is in place to review and revise the curriculum as needed. • Review the content of textbooks and other instructional materials to ensure that they appropriately reflect the core curriculum as aligned to the State standards.
Problem/Need Reading skills are not reinforced with learning activities outside the school.	**Possible Actions** • Conduct workshops to provide parents with home activities that are consistent with grade-level content standards. • Implement reading workshops to increase the amount and quality of student reading time. • Use other subject areas to practice reading.

The planning team should remember that any strategies the school considers should be research-based and likely to produce the desired results. If they look outside the school for products and services to address identified needs (e.g., model developers, research organizations, or consultants) schoolwide planners should be careful consumers. They should scrutinize the proposals of these providers to ensure that all recommended activities are aligned with the State's academic content and achievement standards, and have been implemented successfully in similar school settings. In addition, schools considering outside services should--

- Closely examine what the program offers to determine how well it fits with identified needs;
- Insist on seeing solid, research-based evidence of a program's success; and
- Ask for references and contact schools where the program has been implemented.

Setting Measurable Goals

Once priority needs and potential solutions have been identified, it is time for the schoolwide planning team to draft goals that set the course for the schoolwide program.

The schoolwide plan should contain both student achievement goals (e.g., assessment targets) and goals that address how the school will operate (e.g., goals that address shared leadership or teacher collaboration). Because goal statements are broad indicators of intention, they must be connected to specific objectives,

strategies, and action steps to become effective targets that truly guide schoolwide activities. A well-written schoolwide plan goal is specific, measurable, attainable, time-bound and, most importantly, focused on increasing achievement for all students in the school. Each effective goal also implicitly contains an evaluation question, indicating how the school will know if the goal has been achieved.

After it develops each broad goal statement, the planning team should refer to its list of research-based solutions to help create concrete strategies and action steps. Answering the following questions might also help the team to create the specific strategies that will help the school achieve its goals:

- What professional development is needed to achieve these goals?
- Which technical assistance providers will offer or support the professional development associated with meeting these goals?
- How can current resources (time, monetary, human) be reallocated to achieve these goals?
- What additional resources—human and fiscal—will be needed to achieve these goals (e.g., teaching specialists, textbooks, technology, planning time), and what funding is available to obtain them?
- What roles(s) will parents and the community play in achieving these goals?
- What are the barriers to achieving these goals, and how can they be addressed?
- What action steps will ensure the attainment of each goal?
- Who will be responsible for ensuring that the actions are taken?
- Within what timeframe will each action be taken?

Before a school finalizes its goals, the planning team should review the quality of each one, asking--

- Does this goal address a crucial identified need?
- Will achieving this goal positively affect all students in the school, especially those who are the beneficiaries of the individual programs included in the schoolwide program?
- Is the goal specific enough to be understood by all stakeholders?
- Does the goal include specific objectives, strategies, and action steps?
- Is the expected outcome measurable? Does it identify both short-term and long-term outcomes?
- Is the goal realistic and attainable?
- What is the timeline for achieving this goal?

Writing the Plan

At this point in developing a schoolwide program, the planning team will have completed the needs assessment, analyzed results, identified priorities, created program goals, and selected strategies for activating those goals. All of these components come together in the writing of the comprehensive schoolwide plan.

The comprehensive plan is designed to capture in writing a focused and coherent design to reform the entire school, subsuming any other plans for individual programs within the school. The format of the plan might vary from school to school and district to district, but each plan must address the schoolwide plan components (either separately or combined) that are described in Section C on page 16of this document. Typically, the plan will contain the school's vision and mission statements, a concise version of the school profile, and a summary of the needs assessment. It will describe how the components will be addressed through the established goals and the implementation of research-based strategies, and contain targets for when the goals will be achieved. Well-written plans also identify the person or persons responsible for the strategies and describe how available resources will be used.

The planning team should also consider the following when assembling the comprehensive plan:

- Does the school already have a comprehensive plan? To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a functional and comprehensive plan for school improvement should build on it, rather than starting over, as long as the existing plan was based on a comprehensive needs assessment and can be revised to include the ten required schoolwide components. No specific format is required. If an LEA or SEA requires a specific plan format, then the information required for the schoolwide plan should be incorporated into it.

- How will the budget support the plan? The schoolwide plan should contain a budget that identifies all of the resources that will be available to implement the schoolwide program. In the spirit of Title I schoolwide programs, the budget should reflect the commitment the staff has made to using all available resources, as allowed, to improve the achievement of all students. The programmatic distinctions between "Title I" and "non-Title I" programs and funds should be phased out as the schoolwide program is implemented.

- How will this plan accommodate changes over time? Once written, the schoolwide plan remains in effect as long as the school chooses to be a schoolwide program. However, creators of the original schoolwide plan should acknowledge from the beginning that the schoolwide plan will evolve and grow over time as changes occur inside and outside of the school. A school must review and revise its plan as necessary, evaluating it at least annually. These activities are likely to result in modifications that address changing student needs, new instructional approaches, or modifications in the State's standards, assessments, or accountability system.

- Who will monitor the implementation of the plan? A school has flexibility in how it monitors the operation of the schoolwide program, but generally, a school team consisting of the principal, teachers, parents, external technical assistance providers, and other representatives from the school and community is given this responsibility. Representatives of programs from which funds have been consolidated should also be included on the team. Each member of the team should be knowledgeable about the purpose of schoolwide programs, the required components, and the contents of the school plan.

Questions and Answers

C-1. Why do the regulations divide the ten required components for a schoolwide plan into five groups?

The regulations *[34 CFR 200.28]* place the ten components into five broad groups: schoolwide reform strategies, instruction by highly qualified teachers, parental involvement, additional support for students who need it, and evaluations. Since regulations are an amplification and clarification of the statute, this organization demonstrates how the ten components fall under the most important pieces of a schoolwide program and of the NCLB as a whole. By organizing the ten components in this way, hopefully those planning for and implementing schoolwide reform will see the five groups as a way to focus their attention and work on the activities in an organized and systematic manner.

C-2. If a school has been identified for improvement, may it still become a schoolwide program?

Yes. However, it will be important that the schoolwide planning team observe and factor into its planning the work that may have already begun under the school improvement plan, required under section 1116 of the ESEA. Ideally, the school would generate one plan that is meaningful and would guide the work of school members. That plan would include the required components of both a school improvement plan and a schoolwide program plan, many of which overlap.

D. PROGRAM EVALUATION/ANNUAL REVIEW

Evaluation/Annual Review of Schoolwide Programs

Title I regulations require that a school operating a schoolwide program annually evaluate the implementation of, and results achieved by, the schoolwide program. This evaluation must determine whether the schoolwide program was effective in increasing the achievement of students in meeting the State's academic standards, particularly those students who had been furthest from achieving the standards. The school must revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement. *[34 CFR 200.26(c)]*.

The regulations use the term "evaluation," which has a specific meaning in the research field. However, for Title I purposes, the intent is that schools conduct an annual review of the strategies in the schoolwide plan to determine if they are contributing to the desired outcomes either in terms of improvement in student achievement, or increases in other activities that lead to increased student achievement such as greater parental involvement or more high-quality professional development.

The annual review can serve other valuable purposes. Results can--

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program;
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals;
- Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

Identifying the Questions to Ask

There are two types of questions that schools will want to consider. The first type asks whether or not the program is being implemented as the planning group intended. It measures progress toward reaching benchmarks and provides information that can be used to guide future decision-making and improve the program's operation in subsequent years. The second type looks at outcomes and answers the question "did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?" In all cases, the questions should be closely related to goals and objectives in the school plan.

For example, a schoolwide plan might have a goal indicating that an increased percentage of students will attain grade level proficiency in reading as evidenced by a classroom-based assessment given every eight weeks. One of the strategies for reaching this goal might be to better align its kindergarten through grade 3 (K-3) instruction with State standards through the use of common planning time for K-3 teachers.

The evaluation of the implementation of the schoolwide program might reflect these questions:

- Is there evidence that common planning for instruction by K- 3 teachers produced more lessons and units that were aligned with the State standards than were previously aligned?
- Was the pacing of instruction aligned across the classrooms of the K-3 teachers who planned together?

- Do participating teachers feel that common planning time has improved their teaching?

The evaluation of the outcome of the schoolwide program might reflect the following questions:

- Was the target percentage of students meeting State standards reached in each quarter, in all grades?
- What percentage of students, as a whole and in disaggregated groups, has achieved proficiency relative to the State's academic content and achievement standards and how does this compare to the percentage that achieved proficiency before schoolwide plan implementation?
- What does other student achievement data indicate about student progress toward meeting the State standards, including pre- and post-test scores, grades, quarterly reading achievement results, or other diagnostic classroom or school-based results?

Questions that look at both the implementation of the schoolwide program and the results achieved provide the basis for program evaluation and improvement. A school that monitors and adjusts its program based on feedback will become increasingly effective.

Once the school has identified the questions to be answered, it will want to consider which questions have the highest priority in a given year and consider limiting the review to those questions only. For example, a school operating a schoolwide program that has been newly identified for improvement because of low reading scores may decide to focus its annual review on the reading strategies being implemented and whether the desired outcomes are being reached. Another school may have implemented new parental involvement strategies during the past year and decide to focus its review on whether those strategies are being implemented as planned and if they are accompanied by increased parental involvement, an important factor in improving student achievement.

A more detailed discussion of this topic can be found in the section headed The Evaluation/Review Process.

Deciding Who Should Conduct the Evaluation/Annual Review

Deciding who will conduct the annual review is an important decision. Specifically, the school must decide whether the review will be conducted *internally* (by the school staff) or *externally* (by a person or persons outside of the school, such as staff from the school district, from a regional educational laboratory, from an institution of higher education, or from any other technical assistance provider). This is a decision that should be made collaboratively between schools and their districts. The availability of resources and staff, outcomes of prior reviews, and the experience of the school with implementing schoolwide programs are all factors that should be taken into account. Districts and schools are strongly encouraged to use outside reviewers whenever possible.

If resources do not permit the use of outside reviewers on an annual basis, districts and schools might consider using an outside reviewer every couple of years.

The Evaluation/Review Process

The remainder of this section provides basic information a school should consider whether it conducts the review internally, or oversees and participates in an evaluation conducted by external reviewers. In cases where outside reviewers are not being used, districts and schools are encouraged to consult with individuals with experience in conducting such reviews for further information about what the review process might entail.

Program evaluations/reviews are usually organized and carried out according to the following steps.

1) Identification of purpose and intended audiences – The annual review of a schoolwide program includes determining the percentage of students who reach proficiency on the State's annual assessments. Additionally, it examines the operation of the school: the implementation of instructional strategies, the participation of stakeholders, the degree of parental involvement, and other elements that support increased student achievement, as detailed in the schoolwide program plan.

The intended audience for the annual review is all stakeholders, internal and external to the school. These stakeholders are persons with an investment in the school, many of whom were involved from the beginning in the development of the school's mission and goals and in the program planning process. They have an interest in knowing whether or not those goals are being met, and want to know what will be done with the results of the annual review. These stakeholders include (1) those involved in day-to-day program operations, such as teaching, administrative and school support staff; (2) those served by the program, such as students, parents and community members; and (3) those in a position to make recommendations and/or decisions regarding the program, such as members of the school planning team, school administrators, and school district personnel.

2) Identification of issues and development of review questions – Program review begins at the same time that the schoolwide program is being designed. That is, while the school planning team is developing measurable goals and strategies, it should be considering how the success of those strategies would be determined. Planners should envision what progress toward long-term goals would "look like" at the end of the school year.

Key review points should be related to each goal in the schoolwide plan. Questions can address the following:

- Inputs – For instance, what resources were identified in the schoolwide program and to what degree were they utilized?

- Activities – Did planned events such as professional development, parental involvement activities, schoolwide instructional units, take place as scheduled?
- Short-term impacts – What were the short-term results of implementing a particular strategy in the schoolwide plan? Was training provided for the targeted number of school staff? Did the training affect subsequent instructional decisions?
- Longer-term impacts – An annual schoolwide review can provide incremental information that tracks outcomes over time. For instance, a schoolwide program might begin a dropout prevention program for sixth graders with the goal of a reduced dropout rate when those students are in ninth grade.

Once the target objectives have been clarified, reviewers create specific questions that the review will answer. The answers to some questions will be easily determined (e.g., gains in student scores on State assessments), but some will be more difficult to measure (e.g., a positive change in student attitude). Each potential evaluation question should be screened to ensure that it elicits information that is--

- Relevant to the schoolwide program's goals and objectives;
- Important to a significant number of stakeholders;
- Of continuing relevance and interest; and
- Attainable, given time, resource, and staff constraints.

3) Identification of data collection instruments – Next, reviewers determine how data that answer each question will be collected. Evaluators will collect both quantitative (empirical and numerical, such as tallies and test scores) and qualitative (survey responses on attitudes, personal interviews, observations, journals), depending on the review question. Appendix VII provides one tool for data tracking and collection as well as an explanation of a few of the typical data collection instruments. Examples of data collection instruments include document reviews, tallies, questionnaires, interviews, surveys, observations, assessments, attitude inventories, and focus groups. It is the job of the reviewers to align each question with the appropriate data collection method.

4) Collection of data – When data collection instruments have been identified or created, reviewers are ready to gather information. Every stakeholder who will provide the reviewers with information should have a clear understanding of why the review is being conducted, the types of data being collected, and how the results will be used. Data collectors should consider the needs of subjects (e.g., need for anonymity, need for an interpreter) and should obtain any required clearance or permission that is necessary before soliciting information. Because any bias on the part of a data collector can compromise the credibility of the findings and overall results, data collectors should be carefully trained, and there should be consistency in instructions and data collection procedures so that results are reliable across survey groups. Information should be gathered from as many

members of a sample group as possible to ensure that the results are statistically significant.

5) Analysis and interpretation of results – After the data are collected and checked for accuracy, they should be analyzed and interpreted. The initial analysis may raise new questions and/or uncover findings that were not anticipated, and in this case a second analysis may be appropriate. For example, an analysis of assessment data might reveal that students, in the aggregate, have higher performance in reading/language arts than they do in mathematics. A second level analysis might ask why that is so and consider the possibility that there is a relationship between scores and times of day that reading and mathematics are taught or differences in how they are taught.

Overall, the information that emerges from the data analysis should clearly describe the progress the school has made in implementing its program and increasing student achievement and indicate areas where revisions or additional work is needed. Data gathered in response to each research question should be addressed separately; it should yield detailed findings that clearly indicate whether or not a key strategy or action in the schoolwide plan was implemented as planned. For example, reviewers might determine that participation in professional development for teachers resulted in more effective use of data to improve student achievement. Or, reviewers might conclude that although the schoolwide program school identified a strategy as important, insufficient time or resources were devoted to accomplishing it.

6) Reporting – The report should be clearly and concisely written and available to all stakeholders. The report typically includes background information, the evaluation questions, a description of evaluation procedures, an explanation of how the data were analyzed, findings, and a conclusion with recommendations.

Accountability for Results and Continuous Improvement

The schoolwide review team, along with the outside reviewer if one is being used, should present the results to staff in the school, parents and other community members. The evaluation will provide a roadmap for the future progress of the schoolwide program, so it is very important that the presentation and any accompanying materials be clear, understandable, and avoid the use of technical jargon. The presenters should be prepared to answer any questions posed by stakeholders.

The first cycle of continuous improvement is completed when the school uses the results of the review to more effectively implement its schoolwide program and to improve student achievement. Once the findings have been widely disseminated and input has been received, the schoolwide team identifies which recommendations will be incorporated into the existing school plan. Some suggested steps for carrying out this process follow:

- Review the strategies and action steps originally proposed in the schoolwide plan.
- Use the findings and recommendations to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- Solicit the input of all stakeholders in identifying more effective strategies to achieve identified goals.
- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.
- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.
- Review the implementation review design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year's evaluation.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

Questions and Answers

D-1. Since the progress of all schools is evaluated using the results from State assessments to determine if they made AYP, why must schoolwide program schools conduct an additional annual review?

Results from State assessments indicate whether the school has made AYP in moving all of its students to the proficient or advanced levels of achievement in reading/language arts and math relative to State academic achievement standards. The annual review of the schoolwide program goes beyond this measure to examine all aspects and goals of the schoolwide plan. It examines whether the plan is being effectively implemented and whether its implementation is improving student achievement, especially the achievement of students furthest from proficiency in reading/language arts and math on State academic achievement assessments. The annual review should not only address student achievement in these subjects, it should also examine information related to teacher quality, parental involvement, consolidation and coordination of funds and other components that directly and indirectly affect achievement. It also may address student achievement in subject areas outside of reading/language arts and math. The annual review is designed to reveal areas of strength within the

program and areas that need revision in order to better position the school to continue improving and to make AYP.

D-2. What if the review indicates that a particular strategy is not being fully implemented or not having the intended impact on student achievement?

If data show that a particular strategy is not being fully implemented or not having the intended impact on student achievement, it is an indication that changes are needed. In such cases, the school must identify and address the issues that prevented the strategy from being fully implemented, or revise its existing plan to incorporate the revisions, as appropriate.

D-3. May a school that is operating a schoolwide program which has not been effective in increasing the achievement of students be required to discontinue the schoolwide program and operate a targeted assistance program?

If, over a period of time, a school operating a schoolwide program has not been effective in increasing the achievement of students, the LEA may require it to discontinue the schoolwide program and operate a targeted assistance program.

APPENDIXES

APPENDIX I: Additional Questions and Answers

This appendix contains additional questions and answers that clarify various aspects of schoolwide program implementation.

Eligiblity/Poverty Determinations

1. A school may use its Title I funds in a schoolwide program if at least 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. If a school's poverty threshold falls below 40 percent in any subsequent year, may the school continue as a schoolwide program?

Yes. If the population of a school that operates a schoolwide program drops below the required eligibility threshold in any subsequent year, the school may continue to operate as a schoolwide program.

2. If an LEA wants to designate a high school as a schoolwide program, and there is no way to verify the percentage of poverty of students because of incomplete information provided by students, may the school extrapolate data using feeder patterns?

Yes. Extrapolating poverty data using feeder patterns is one means of determining poverty status in the absence of available data collected directly from students in the school. A high school could use a poverty rate based on its feeder pattern to determine whether it meets the 40 percent poverty threshold to operate a schoolwide program. [LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, U.S. Department of Education's Non-Regulatory Guidance available on the ED website at http://www.ed.gov/programs/titleiparta/wdag.doc]

Teacher Qualification Requirements

1. Are all teachers of core academic subjects and paraprofessionals working in a schoolwide program school required to meet the requirements for highly qualified teachers and qualified paraprofessionals, or does the requirement only apply to those staff paid with Title I funds?

All teachers of core academic subjects and paraprofessionals who provide instructional support, not just those paid with Title I funds, must meet the teacher qualification or paraprofessional qualifications, as appropriate, if working in a schoolwide program school.

Record Keeping

1. What specific documentation must a school maintain regarding operation of its schoolwide program?

A school must retain documentation related to its three core components: the comprehensive needs assessment, the comprehensive schoolwide plan, and the evaluation. Documentation relating to the needs assessment should include significant information about the achievement of students and conditions in the school that directly affect their academic achievement. Documentation relating to the comprehensive schoolwide plan must contain specific information about how the program will implement the components, how resources will be used, the programs consolidated to support the schoolwide program, and how student assessment results will be disseminated. Documentation relating to the evaluation should include the method of evaluation used, and findings that describe the results achieved by the schoolwide program and its implementation.

Charter Schools and Schoolwide Planning

1. May a charter school become a schoolwide program school and if so, may it count the planning done the year before its opening as its required planning year for a schoolwide program?

Yes, a charter school may operate a schoolwide program. And yes, if the school is a new charter school, it may plan to operate a schoolwide program at the same time it plans its own program.

It is important to note that it is unlikely that the school would know the makeup of its student body one year before its opening and thus it would not know the percent of poverty of the student body. If it happens that the school completes its year of planning for a schoolwide program and does not meet the 40 percent poverty threshold for operating a schoolwide program, then the school would have to operate a targeted assistance program. However, the school would be encouraged to implement as many of the plans created for the schoolwide program as possible since it is the goal of any good school reform, such as charter school reform, to improve the educational opportunities for all students in the school.

APPENDIX II: Bibliographic References

The following resources represent a sample of the resources available on school reform. This list is not exhaustive. The U.S. Department of Education is providing the list of resources below for the reader's convenience, and no official endorsement by the U.S. Department of Education is intended or should be inferred. The views expressed by the authors are their own and do not necessarily represent the policies of the Federal government or the U.S. Department of Education.

Deal, Terrence E. and Kent D. Peterson. *Shaping School Culture: The Heart of Leadership*. San Francisco: Jossey-Bass, 1999.

Feller, Irwin and Rosalie Ruegg. *A Toolkit for Evaluating Public Research and Development Investment: Models, Methods, and Findings from the Advanced Technology Program's First Decade*, National Institute of Standards and Technology, July 2003.

General Accounting Office Report - *Effectively Implementing the Government Performance and Results Act*, Report GGD-96-118, Washington, DC, 1996.

Kouzes, James M. and David Pomeranz. *It's In Every One of Us*. San Francisco: New Media, 1987.

McCawley, Paul F. *The Logic Model for Program Planning and Evaluations*, CIS, 1997 (Moscow, Idaho University of Idaho Extension Program).

New England Comprehensive Center, Region I and Southwest Comprehensive Center, Region V, "Promoting and Managing Change in Schools," December 1997.

National Aeronautic and Space Agency. *The User-Friendly Handbook for Evaluation of NASA's Educational Programs* (1998), http://esse21.usra.edu/Evaluation_Handbook.pdf

New England Comprehensive Center, and Education Development Center, Inc., *Assessment Continuum of Schoolwide Improvement Outcomes: Implementing the Components of Systemic Schoolwide Improvement*, 2002.

Northwest Regional Educational Laboratory. *Evaluating Whole-School Reform Efforts*, Second Edition, August 2000.

Oakes, Jeannie, Karen H. Quarts, Steve Ryan, and Martin Lipton. *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform*. San Francisco: Jossey-Bass, 2000.

Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday Publishers, 1990.

United States Department of Education, and Policy Studies Associates, Inc. *An Idea Book on Planning.* Washington, DC, 1998.

Walsh, Jackie A. and Beth D. Sattes. *Inside School Improvement – Creating High-Performing Learning Communities*. West Virginia: Appalachian Educational Laboratory, Inc., 2001.

WestEd. *A New Outlook and Rethinking Schools Online, a Resource of Rethinking Schools in Milwaukee, Wisconsin*, 1997.

APPENDIX III: Web-Based Resources

The following resources represent a sample of the web-based resources available. This list is not exhaustive. The U.S. Department of Education is providing the list of resources below for the reader's convenience, and no official endorsement by the U.S. Department of Education is intended or should be inferred. The views expressed by the authors are their own, and do not necessarily represent the policies of the Federal government or the U.S. Department of Education.

AskEric Home Page
This Web site provides access to the ERIC database, a conference calendar, and other information about the Educational Resources Information Center.
www.eduref.org

Association for Supervision and Curriculum Development (ASCD)
This Web site provides information about ASCD's numerous publications, professional development activities, and affiliates and networks.
www.ascd.org

B.E.S.T Education Search by Topic
Search by keyword or by the Topic List, or browse the Awards for extensive reviews on current education sites.
www.education-world.com

Council of Great City Schools
This Web site contains links and resources selected by this coalition of school districts in the 66 largest U.S. cities.
www.cgcs.org

The Education Alliance
This Brown University organization offers research-based solutions for school reform. The Education Alliance addresses the needs of diverse student populations in the public schools by offering a variety of educational resources.
http://www.alliance.brown.edu/

The Education Trust
Ed Trust is an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve. This organization provides credible information about what works in high performing, high poverty schools.
http://www2.edtrust.org/edtrust/

MiddleWeb
This Web site is dedicated to reform and innovation in middle schools, with an emphasis on urban issues. It offers links to many online resources.
www.middleweb.com

National Center for Research on Evaluation, Standards and Student Testing (CRESST)
CRESST conducts research on important topics related to K-12 educational testing. The Web site contains many of its research reports and special links for parents and teachers.
http://www.cse.ucla.edu/

The Center for Comprehensive School Reform and Improvement (CCSRI)
CCSRI houses a variety of tools, guides, and links relating to school improvement.
http://www.centerforcsri.org

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs
NCELA offers an array of services through the Internet, including stories of successful language learning programs, subscription registration for the NCELA electronic newsletter, and discussion groups.
http://www.ncela.gwu.edu/

National Coalition for Parent Involvement in Education (NCPIE)
NCPIE is a coalition of major education, community, public service, and advocacy organizations working to create meaningful family-school partnerships in every school in America. This Web site offers up-to-date information about policies and practices that affect education, and practical ways that parents can become effective partners with schools in improving their children's education.
http://www.ncpie.org/

WestEd
WestEd provides valuable information on improving learning from infancy to adulthood, both while in and out of school. This Web site also contains numerous sources of research-based products and resources.
http://www.wested.org/cs/we/print/docs/we/home.htm

APPENDIX IV: Schoolwide Planning Team Members/Roles[5]

☑ ***Use as a guide for organization of the schoolwide planning team***

Suggested roles and responsibilities of schoolwide planning team members. Planning teams decide members' roles and responsibilities depending on the needs of the planning process in the school.

Chair – Coordinates all aspects of the school's planning; serves as a liaison with the committee, the principal (in cases where the chair is not the principal), the central office, and the school. The chair is often responsible for serving as a liaison with the school support team, identifying subcommittee chairs, and delegating responsibilities.

Assistant Chair – Supports the chair by guiding logistics and the committee's planning activities. The assistant chair may be selected for a special skill, such as knowledge of Federal programs, facility as a negotiator or an evaluator, or an experienced curriculum developer.

Data Coordinator – Identifies data collection instruments, designs new instruments, and/or modifies existing instruments, prepares data for analysis, leads the analysis and interpretation process.

Facilitator – Serves to help identify resources for planning and research-based instructional practices. This person may be a school insider, or an outside consultant, from the community, the district office, or nearby university.

Teacher Representatives – Staff representatives from grade teams and specialists in the school who are informed about meeting the educational needs of all students, especially those with special needs, grade and content-specific curriculum, or regulations funded programs must follow.

Special Education Liaison – One of the special education teachers can help coordinate regular and special education activities with regular program instruction to develop a full inclusion program that benefits all identified students with disabilities.

Paraprofessional Liaison – Selected from the pool of paraprofessionals who inform the planning committee, this individual is informed about paraprofessional roles, needs, skills, interests and suggestions.

Staff Development Representative – This staff member serves as liaison with colleagues to identify staff needs and helps plan the professional development program for teachers, paraprofessionals, parents and other staff.

---

[5] This list is adapted from *Implementing Schoolwide Programs: An Idea Book on Planning, Volume 1,* U.S. Department of Education, Washington, D.C., 1998, and is included only as an example of one possible configuration of the roles and responsibilities of team members. For example, a school may decide to include pupil services personnel or other school staff, as appropriate

Representatives of Programs from which Funds Have Been Consolidated – These representatives will assist in addressing how the schoolwide program will meet the intent and purposes of those programs.

Parent Representative(s) – This representative should be a member of a larger school parent association in order to report the activities of the schoolwide planning team to parents as a stakeholder group. This individual should also be an active participant and contribute to the work of the group.

APPENDIX V: Assessment of School Progress Toward Schoolwide Improvement[6]

☑ **Use *for Needs Assessment and Evaluation***

You might consider using a scale such as this to assess your school's progress in implementing schoolwide improvement: Sustaining Ongoing Improvement-5; Continuing Progress-4; Evolving First Steps 3; Thinking About Change-2; Maintaining the Status Quo-1. You may use these data prior to implementing the schoolwide planning process, during implementation, and at the end of the year as part of the evaluation of program success.

Individual Rating___ Consensus Rating ___

	Baseline Date	Benchmark Date	Benchmark Date
Standards-Based Curriculum (The school's curriculum is aligned with State standards and is articulated across grades and subjects.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Standards-Based Instruction (Teachers use content and achievement standards and assessment information to identify curricular priorities and instructional materials and to design relevant and challenging learning experiences for all students, including those of diverse cultural backgrounds, and academic experiences.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Standards-Based Assessment (The school uses multiple classroom and district assessments, in addition to the State's assessment, to monitor the achievement of individual students (including English language learners, and students with special needs). Achievement data are disaggregated and reported by all major subgroups.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation

[6] Adapted from the *"Assessment Continuum of Schoolwide Improvement Outcomes – Implementing the Components of Systemic Schoolwide Improvement*, New England Comprehensive Assistance Center, Newton, Massachusetts, 2002.

	Baseline Date	Benchmark Date	Benchmark Date
Data-Based Accountability and Evaluation (The school has a fully implemented accountability system that includes a school improvement plan based on disaggregated achievement and other data.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Structural Reform Strategies (The school structures its schedule, organization, support mechanisms, and resources to provide all students equal access to resources and the support to achieve to high standards.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Leadership and Governance (The school improvement team, or other governance structure includes teachers, other non-instructional staff, parents, community members and students in a shared leadership structure to support and improve school programs.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Professional Development (The school has a structure and process for developing and implementing a professional development plan that is aligned with the schoolwide program goals; the plan is research-based, and helps staff to better meet the needs of students.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Culture and Climate (The school's philosophy, norms, values, beliefs and shared vision reflect expectations for high achievement for all students, collaboration and collegiality among all staff, and mutual respect and trust among all individuals; the school is safe and orderly and is welcoming to students and their families.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation

	Baseline Date	Benchmark Date	Benchmark Date
External Support and Resources (The school accesses external support and resources from a variety of sources to implement, supplement and/or extend goals. Use of external resources is based on thorough research of their effectiveness and alignment with the schoolwide program plan.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Parent and Community Involvement (The school has active partnerships with parents and linkages to community organizations and institutions; the community is actively engaged and supports the activities of the school.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Extended Learning Activities (The school provides informal learning experiences and extracurricular activities, such as sports, music, art and clubs that appeal to diverse populations; these offerings are provided directly or through community partnerships.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation

APPENDIX VI: Indicators for the School Profile[7]

☑ ***Use for the needs assessment***

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process, and also can be used to develop the schoolwide plan.

Student Demographics	**Possible Indicators**
❑ Enrollment	The number of students in the school; students in special programs (Title I, special education, gifted and talented), by ethnicity or other meaningful categories.
❑ Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
❑ Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
❑ Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
❑ Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behavior.
❑ Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.
Student Achievement	**Possible Indicators**
❑ Academic Performance	State and local tests; levels of proficiency attained; progress on desired outcomes: results of performance assessments or student portfolios, examples of student work, classroom assessments and grades.
❑ Other Performance-based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.

[7] Adapted from *Creating a School Profile*, RMC Research Corporation, Denver, Colorado ,1998.

❑ Multi-year Trends	Academic achievement data from several years
❑ Completion Rates	Promotion/graduation rate, retention rates
❑ Comparative Data	Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.).
❑ Post Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.
Curriculum and Instruction	**Possible Indicators**
❑ Learning Expectations	Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards.
❑ Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.
❑ Instructional Materials	The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards.
❑ Instructional Technology	The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities.
❑ Support Personnel	Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency.
High-quality Professional Staff	**Possible Indicators**
❑ Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.

❑ Staff Specialists, and other Support Staff	Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc.
❑ Professional Development	The existence of district and school-level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.
❑ Staff Demographics	Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students.
❑ School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	**Possible Indicators**
❑ Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
❑ Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.
❑ Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.
❑ Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
❑ Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory life style.
❑ Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.
School Context and Organization	**Possible Indicators**
❑ School Mission/Vision	Statement of the underlying philosophy of the school.

❑ Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.
❑ School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.
❑ Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that student learning is not fragmented.
❑ Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.
❑ Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities**.**

APPENDIX VII: Data Collection Guide[8]

☑ ***Use for the needs assessment and also the evaluation***

The following chart is designed to help the school planning team collect and manage information collected for the comprehensive needs assessment. Fill in specific sources of information you have from current sources, then list any additional information you need to collect. Make sure that you have sufficient data to make judgments about the status of each focus area.

Methods of Data Collection	**Student Achievement**	**Curriculum and Instruction**	**High-quality Professional Development**	**Family and Community Involvement**	**School Context and Organization**
Self Assessment					
Observations					
Interviews and/or Surveys					
School Records					
Group Discussions					
Evaluation/Data Reports					
Student Work					
Other Information					

[8] This tool was adapted from a chart originally published in *Implementing Schoolwide Programs: An Idea Book on Planning, Volume 1,* U.S. Department of Education, Washington, D.C., 1998, with permission from WestEd.

APPENDIX VIII: Finalizing the Schoolwide Plan – A Rubric for Monitoring and Evaluation

☑ ***Use to develop the schoolwide plan, and also for evaluation***

This model was developed by the Iowa Department of Education as a rubric for schools to use to assess the quality of their schoolwide plans. The rubric suggests a "three-star" system that highlights the desired qualities/behaviors observed in effective schoolwide programs.

10 Components of a Schoolwide Plan	Exceptional ***	Acceptable **	Needs Revision *
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	Includes data gathered from two sources. Examines student strengths and needs.	Includes data gathered from less than two sources. Examines student deficits.

10 Components of a Schoolwide Plan	Exceptional ***	Acceptable **	Needs Revision *
School Reform Strategies	Strategies increase the quality and quantity of instruction, using research-based methods and strategies.	Increased the quality and quantity of instruction.	Increases neither the quality nor quantity of instruction.
	Research-based reform strategies are directly aligned with the findings of the needs assessment.	Reform strategies aligned with the findings of the needs assessment.	Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models.
	Provides a detailed, enriched and accelerated curriculum for all students.	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.	Provides a basic curriculum.
	Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program.	Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program.	Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.
	Addresses specific strategies that assist teachers to determine if student needs are met.	Briefly addresses how the school will determine if these needs are met.	Teachers are directed to meet student needs without specific strategies or approaches.

10 Components of a Schoolwide Plan	Exceptional ***	Acceptable **	Needs Revision *
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement. Teachers are sometimes assigned to areas in which they are not certified.	Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet the requirement. Teachers are routinely assigned to teach in areas where they are not certified.
High-quality and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.	Most staff receives training toward meeting the needs of only select groups of students. Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.	Some staff receives fragmented training unrelated to identified school needs. Few staff receives professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.

10 Components of a Schoolwide Plan	Exceptional ***	Acceptable **	Needs Revision *
Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers. Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.	The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers. Teachers are not assigned to serve high need students based on student need, but rather staff availability.
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	Specific strategies to increase parental involvement have been identified and implemented. Some collaboration with community resources is evident. Parents are included as decision makers in a limited number of school decisions.	Specific strategies to increase parental involvement have not been identified or implemented. No collaboration with community resources is observed. Parents have no role in the decision making process of the school.

10 Components of a Schoolwide Plan	Exceptional ***	Acceptable **	Needs Revision *
Preschool Transition Strategies	Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start). Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	Collaboration efforts have begun between the elementary and preschool programs. Specific strategies for helping students' transition into the regular elementary school setting are not included in the school improvement plan.	Collaboration and communication seldom occurs between the regular elementary school program and preschool programs. Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.
Teacher Participation in Making Assessment Decisions	A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based assessments. Student performance drives modifications and improvements in the selection and use of school-based assessments.	Student performance is considered when modifying the school improvement plan. Student performance is considered when modifying the plan, however, it does not always occur.	Assessment decisions are made with little or no input from teaching staff. Student performance is not considered when making decisions about assessment.

10 Components of a Schoolwide Plan	Exceptional ***	Acceptable **	Needs Revision *
Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards. Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	The school has a process in place to identify students experiencing difficulty mastering the State's standards. Effective, additional assistance is provided for students experiencing difficulty meeting State standards. Students receive some differentiated instruction while working with support staff.	No process is in place to identify students who are experiencing difficult mastering the State's standards. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing. All students are taught using the same methods.
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	The school has established its improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.	The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.

Printed with the permission of the Iowa State Department of Education