



...The Schoolwide Program...

An Overview of Requirements For Schoolwide Programs

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NCLB Accountability...

- Addresses the **NCLB accountability standard** by using the key elements of Title I to provide the learning experiences in core academic areas (**communication arts and math**) necessary for the attainment of high standards for all students, especially those who are not demonstrating proficiency in meeting the State's academic content and achievement standards
- Requires **all students** at the school to be **included in meeting the NCLB accountability standard** (adequate yearly progress and school improvement)
- Adequate yearly progress:
 - a) Measures the annual progress of schools and districts toward meeting the NCLB goal of all students demonstrating 100% academic proficiency* by 2014
 - b) Academic proficiency is defined as the percent of students scoring at or above proficient on the state (MAP) assessment
 - c) Establishes annual achievement percentages that districts and school must meet or exceed
 - d) Achievement percentages must be met by **all** public elementary school and secondary school **students and** the following **subgroups**
 1. Economically disadvantaged students
 2. Students from major racial and ethnic groups
 3. Students with disabilities
 4. Students with limited English proficiency
 - e) Requires that not less than 95% of students participate in the annual assessment
- Title I schools not meeting or exceeding annual AYP achievement percentages for two consecutive years will be identified as schools in need of improvement.



Federal Requirements...



40% poverty threshold



One-year planning required prior to implementation



Annual evaluation of program effectiveness



Federal funds used **must be supplemental** to the amount of state and local funds the school would otherwise receive



10 required components

- A **comprehensive needs assessment** of the entire school based on information on the performance of children in relation to the state content and performance standards
- **Schoolwide reform strategies** that provide opportunities for all children to meet the advanced and proficient levels of student performance; use effective instructional strategies; address the needs of all children in the school; and are consistent with the state and local plans
- **Instruction by highly qualified professional staff.**
- **Strategies to attract** high-quality, **highly qualified teachers**
- **Professional development** for teachers and aides (and, where appropriate, pupil services personnel, parents, principals, and other staff)
- Strategies to increase **parental involvement**, such as family literacy services
- Plans for assisting **preschool** children in the **transition** from early childhood programs to local elementary programs
- Measures to **include teachers in** making **decisions about assessments**
- Activities to identify, and **ensure timely assistance to students who experience difficulties**
- **Coordination and integration of Federal, State, and local services** and programs



What is a Schoolwide Program ...

A schoolwide program is a comprehensive reform strategy designed to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.



A schoolwide program uses its Title allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. No longer are students or teachers labeled "Title I," but instead all the students and all the teachers at the school use Title I dollars to improve the school's entire academic program.



A schoolwide program is built upon schoolwide reform strategies rather than separate, add-on services.



Why "Go" Schoolwide?

For the lowest achieving students in the most impoverished schools to meet high standards, their entire instructional program, not just a separate Title I program, must be substantially improved.

When an entire school is the target of change, schools serving the most disadvantaged youth can achieve success.



Common Schoolwide Questions...



Why is it beneficial to go “schoolwide?”

The key component of schoolwide programming is flexibility. Technically, the sky is the limit in schoolwide planning. The requirement is that whatever you do, it is an activity that will help you reach your schoolwide goal, and all schoolwide goals must be identified from your comprehensive needs assessment.



Does a schoolwide school get a larger Title I allocation?

No. The Title I allocation is based on a formula using December's Free & Reduced Lunch count. As a schoolwide program you do, however, have much more flexibility on how you can spend your Title I money.

Schoolwide programs also have the option of combining their federal Title funds into one schoolwide pot so there might in that way be more money to use to work toward schoolwide goals.



Does a Title I teacher still need a reading credential in a schoolwide program?

With a Schoolwide Plan, there isn't a teacher who is labeled "Title I." The answer to this question DEPENDS on what you are doing in your schoolwide program. If your job is strictly to teach reading or to tutor students in reading, then you should have a reading credential. If however your job is now to coordinate parent involvement activities at your school, then no, you would not need a reading credential.



Will the needs of individual children be overlooked in schoolwide programs?

No. The school is held accountable for helping all children in a schoolwide program to achieve. Research evidence indicates that it is impossible to meet the needs of students in very high poverty schools unless the entire school program is changed.



Who is responsible for maintaining the schoolwide program?

In targeted assistance programs, Title I teachers have a long list of requirements that they must follow. Schoolwide programming also involves a number of requirements. However, these requirements should in no way be the responsibility of one teacher at the school (unless he/she is paid as a coordinator and given time for this responsibility). Schoolwide programming is the responsibility of all school staff.

Please remember the intent of schoolwide programming. The key issue in developing a schoolwide plan is to understand that the process entails far more than simply re-allocating Title I funds: 'Going schoolwide' is not just about Title I, it's about educational reform.

Schoolwide programs are not simply add-on services or replications of standard models; they are planned adaptations of proven programs, changed to meet local conditions and traditions.



A Suggested Planning Process...

Step 1 Create a Schoolwide Planning Team

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.

Step 2 Conduct a Comprehensive Needs Assessment

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.

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?

Step 3 Identify Schoolwide Instructional Objectives

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.

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, and 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 Focus on Schoolwide Instructional Objectives and Identify Strategies and Action Steps

The team is charged with gathering and organizing data that will then focus instructional objectives that will be used schoolwide. 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.

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



Step 5 Write the Schoolwide Plan

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.

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?



Step 6 Review and modify the Schoolwide Plan

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?



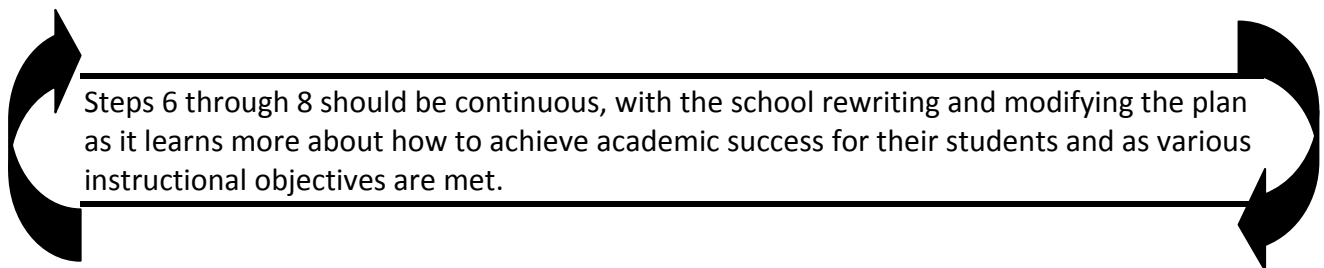
Step 7 Implement the Schoolwide Plan

Implementation includes not only having objectives and strategies, but also ongoing monitoring and assessment of progress toward the objectives. Implementation steps should include regular data discussions (monthly/quarterly) of strategies being used, how effective individual strategies are, and next steps based on established student benchmark assessment data. Teams for this data review should be established in the planning stage, along with a schedule of meetings for data discussions. Additional time should be scheduled for dissemination of the information gleaned from the data review meetings to all staff members.



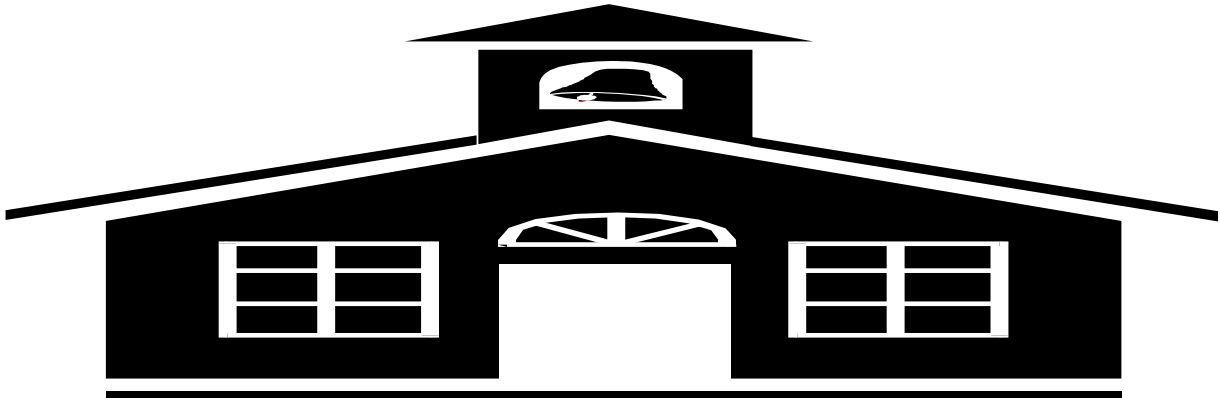
Step 8 Evaluate the Schoolwide Plan

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)].















Steps 6 through 8 should be continuous, with the school rewriting and modifying the plan as it learns more about how to achieve academic success for their students and as various instructional objectives are met.

...The Schoolwide Application...



Missouri Department of Elementary & Secondary Education
TITLE I NCLB SCHOOLWIDE PROGRAM PLAN COMPONENTS

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-  SECTION III. ASSURANCES
-  SECTION IV. MISSION STATEMENT
-  SECTION V. COMPREHENSIVE ASSESSMENT OF EDUCATIONAL NEEDS
-  SECTION VI. PROGRAM GOAL, OBJECTIVES AND ACTIVITIES
-  SECTION VII. HIGHLY QUALIFIED STAFF
-  SECTION VIII. PROFESSIONAL DEVELOPMENT
-  SECTION IX. PARENT INVOLVEMENT
-  SECTION X. TRANSITION OF PRESCHOOL CHILDREN
-  SECTION XI. ASSESSMENT OF PROGRAM RESULTS
-  SECTION XII. ADDITIONAL SUPPORT



SECTION I. REVIEW (FOR DEPARTMENT USE ONLY)



SECTION II. PROJECT INFORMATION (TO BE COMPLETED BY THE APPLICANT)



SECTION III. ASSURANCES

The school and the district assure that the filing of this plan has been authorized by the legally constituted governing authority of the district and the representatives executing this plan have been authorized by formal action of said governing authority to file the plan in behalf of the school and otherwise act as the authorized representatives of the school and the district. This school shall:

- 1. Use the Title I funds only to supplement the amount of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the school, including funds for providing services that are required by law for children with disabilities and children with limited English proficiency.*
- 2. Not be relieved of the requirements related to health, safety, civil rights, gender equity, student and parental participation and involvement, services to private schoolchildren, maintenance of effort, or comparability of services.*
- 3. Devote sufficient resources (Title I or funds available from other sources) for professional development to effectively carryout the objectives and implement the activities described in this plan. Professional development shall be offered for teachers, aides, and where appropriate, parents, principals, and other staff.*
- 4. Conduct a comprehensive needs assessment of the entire school, taking into account the needs of migrant students, and involving parents, administrators, teachers, other staff, and students (where applicable), based on information on the performance of all children in relation to the state's system for assessment.*
- 5. Include effective, scientific research based strategies that provide opportunities for all children to meet proficient and advanced levels of student performance.*
- 6. Use effective, scientific research based means of improving the achievement of children.*
- 7. Use effective, scientific research based instructional strategies, which may include the integration of vocational and academic learning.*
- 8. Increase the amount of quality learning time and help provide an enriched and accelerated curriculum.*
- 9. Include strategies for meeting the educational needs of historically underserved populations including girls and women.*
- 10. Address the needs of all children in the school, but particularly the needs of children who are members of the target population of any program that is included in the schoolwide program.*
- 11. Provide instruction by highly qualified professional staff.*
- 12. Implement strategies to increase parental involvement.*
- 13. Include strategies for assisting preschool children in transition from early childhood programs to local elementary school programs (where appropriate).*
- 14. Implement measures to include teachers in the decisions regarding the use of assessment in order to provide information on and improve the performance of individual students and the overall instructional program.*
- 15. Include activities to ensure that students who experience difficulty mastering any of the standards during the course of the school year shall be provided with effective, timely additional assistance.*
- 16. Include, for any student who has not met the proficient or advanced standards, parent-teacher conferences to discuss what the parent and what the school will do to help improve the student's performance and additional assistance that may be available in the community.*
- 17. Make this plan available to parents and the community.*

Insights to Expectations

The assurances are an integral part of the schoolwide plan; please read them carefully.



SECTION IV. MISSION STATEMENT

Develop a mission statement for the schoolwide program, which reflects the overall mission of the district.

A. List the schoolwide mission statement.

A schoolwide program is built upon schoolwide reform strategies rather than separate, add on services. When an entire school is the target of change, schools serving the most disadvantaged can achieve success.

Schoolwide Mission Statement

The mission statement of the school should be based on the mission of the district and modified to meet the building needs and specific targeted populations. A mission statement is a precise statement regarding the purpose or function of the school. For the school's community, the mission statement should make clear what they can expect the school to do for their children. Make sure your school's mission statement answers the following: Who are we? What do we do? How do we do it?

B. Provide the district mission statement.

District Mission Statement

All districts are required to have a Comprehensive School Improvement Plan (CSIP). One of the required components of the CSIP is a mission statement for the district. This statement must be included; do not create another one for this schoolwide plan.



SECTION V. COMPREHENSIVE ASSESSMENT OF EDUCATIONAL NEEDS

The needs assessment shall include student performance data, including disaggregated data, as well as information gathered from staff, administrators, parents, community, and students through surveys, checklists, focus groups, etc.

A. List, by name and title, the building administrators, classroom teachers, support teachers, parents (not school employees) and community members involved in the needs assessment and the planning process.

About the planners and the planning activities

- A schoolwide program is developed with the involvement of the community to be served and individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the schoolwide program.
- Describe the composition of the planning team by listing the names and positions of team members
- List of meeting dates with agenda items/topics
- List of tentative dates for future meetings

- Describe how SWP information will be communicated to the school and community
- An existing building team and/or the site-based decision-making group could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed in this section of the application
- The SWP planning team should closely coordinate with the rest of the school community. Regular communication between the planning team, the building staff, parent groups, and district administration will contribute to the development and implementation of a schoolwide program plan supported by all stakeholders.

B. Provide a narrative of the school's performance, using the percent of students at each performance level on the State assessment (MAP) in Communication Arts/Reading, providing the data by the aggregate/total score, as well as, by racial or ethnic groups, socio-economic status, limited English proficiency status, migrant, and students with disabilities.

C. Provide a narrative of the school's performance, using the percent of students at each performance level on the State assessment (MAP) in Math, providing the data by the aggregate/total score, as well as, by racial or ethnic groups, socio-economic status, limited English proficiency status, migrant, and students with disabilities.

Narrative about school performance **for parts B and C**

- The narrative about school performance must use data to address progress toward meeting NCLB standards for student achievement
- Data analysis is the key step in the needs assessment process and should reveal strengths and weaknesses in student achievement patterns
- The analysis must be based on the following data sources:
 - Composite test data – MAP scores, off year testing, multiple years
 - MAP Disaggregate Data by Race/Ethnicity at <http://www.dese.mo.gov/schooldata/>
 - Building level APR (annual performance report on DESE website)
 - Building level AYP (adequate yearly progress report on DESE website)
 - Crystal Reports (on DESE website)
 - Other data sources that extend knowledge about student achievement patterns - other school improvement plans/initiatives, existing needs assessments, program evaluations, surveys, checklists, focus group summaries, etc.
- The needs assessment should clearly identify the strengths and weaknesses of the current program. The SWP Plan's goals, changes, and activities will be based on the results of the needs assessment and build on program strengths, and address program weaknesses. The narrative should be a concise achievement summary that answers the following question: Based on the data we have studied and the patterns we have observed, what is the sum of student achievement needs that have emerged?



SECTION VI. PROGRAM GOAL, OBJECTIVES AND ACTIVITIES

The goal of every schoolwide program must be “increasing achievement” for all children, especially those furthest from meeting the State’s proficient academic achievement standard. Address AYP especially for subgroups most in danger of not meeting the standards. Under each objective list schoolwide scientifically researched based reform strategies that will be implemented to achieve each objective. Scientifically research based reform strategies should reflect changes to be made in instruction, scheduling, use of staff or other changes that will result in improved student achievement. Also describe how progress toward or achievement of each objective will be evaluated.

- A. *Describe how the schoolwide instructional programs/strategies/interventions will provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement.*

This section is the heart of the schoolwide plan - it contains the description of **instructional objectives and changes** you will make based on the findings of your needs assessment. Although instruction must be supported by professional development and parent involvement, those activities should be included in sections VIII and IX of the plan. It is important that **this section** be limited to clear descriptions of components, strategies and actions for changes in the **instructional program** that support the SWP goal for increasing academic achievement.

All Students and Subgroups Meeting State’s Proficient and Advanced Achievement Levels

- NCLB funds must be used to support **proficient/advanced academic achievement** for all students and all accountable subgroups in your school.
- Based on the achievement data used in your needs assessment, identify each accountable subgroup and describe research based interventions that will be implemented to support increased academic achievement (a) for all students and (b) for each subgroup.

- B. *Describe how the schoolwide instructional programs/strategies/interventions complement the District and Building Comprehensive School Improvement Plans. (CSIP)*

Linking the SWP to other school improvement plans

Coordination with other school improvement initiatives is a major consideration for a schoolwide program. NCLB requires that SWPs be “consistent with and are designed to implement any state and local improvement plans.”

- Identify other State/district/school improvement initiatives that exist at the school.
- List areas in the SWP that overlap with existing initiatives; explain how these areas will be coordinated between the SWP and other plans to provide one improvement initiative for the school.

C. List each measurable objective which addresses the needs identified through the needs assessment and describes the scientifically research-based methods and instructional strategies that will be used to accomplish that objective.

Measurable Objectives

[Objective #2](#) [Objective #3](#) [Objective #4](#)

Measurable Objective #1:

Describe how the objective will be evaluated:

Strategy Number	Strategy/Action Steps Grounded in Scientifically based Research	Person Responsible	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)
1.				
2.				
3.				

Instructional Objectives, Strategies and Action Steps

SWPs allow and encourage major systemic change; plan strategies and action steps must use **research-based solutions** to strengthen any identified areas of weakness. **SWP objectives** are the roadmap for improved academic performance - the basis for implementing instructional strategies and action steps.

- Objectives should be few in number (no more than 4) and **SMART** (specific, measurable, achievable, research based, and time sensitive).
- Sample objective: **By** (when), (percent/number) **of** (who) **will** (do what) **as evidenced by** (what). Describe only the processes and/or instruments that will be used in the **evaluation of** each **objective**; detailed information about the plan for evaluation should be included in Section XI - Assessment of Program Results.

Objectives are meaningless unless **strategies and/or action steps** back up the commitment. These strategies should be changes in the current instructional program. The instructional strategies should be based on the results obtained from the needs assessment, and from information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities or university classes. This may also mean adapting a program or a feature of a nationally validated or other program to fit the local situation.

Strategies and/or action steps must:

- provide an effective means of improving the achievement of all children in the school, but particularly the needs of children who are members of the target population of AYP subgroups
- utilize effective instructional strategies (i.e., strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum
- provide instruction by highly qualified professional staff
- provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards
- utilize classroom instructional methods based on scientifically-based research to improve teaching and learning in all areas, especially reading/communication arts and math

All instructional strategies and/or action steps, regardless of the funding source, that support SWP instructional objectives should be included.

Answering the following **questions** might 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?

Person responsible should be the name of the position (not the person) to which responsibility for the strategy/action step has been assigned.

Dates should be consider when the building will begin and end the strategy. Each strategy should be time sensitive, and plan evaluation should consider effectiveness of the named strategies based on when the strategy is implemented. Not all strategies should begin the first year of the plan, and those which are evaluated as not achieving improvement should be terminated, with new strategies added.



SECTION VII. HIGHLY QUALIFIED STAFF

Specifically describe the qualifications of all the staff that will be responsible for implementing the schoolwide reform strategies.

A. Describe how the school will ensure instruction is provided by highly qualified teachers.

Teacher quality is one of the most important factors affecting student achievement. NCLB requires that all instruction in schoolwide programs be provided by staff who meet the definition of “highly qualified teacher”.

Instruction by highly qualified staff

- Summarize information about staff qualifications; do not list the qualifications of each teacher. Use information from School Report Card at <http://www.dese.mo.gov/schooldata/>.
- Describe the qualifications (academic preparation and professional training) for each **staff position** assigned to implement schoolwide reform strategies/action steps **listed in Section VI.**

B. Describe the strategies used to attract highly qualified teachers.

Attracting highly qualified staff

School districts receiving Title I funds “must have a plan describing how it will meet the annual measurable objectives established by the State for ensuring that all teachers in the school district are highly qualified by 2005-2006” (NCLB Section 1119(a)(1) and (3)).

- Utilizing your district plan and other appropriate district/school resources, describe activities that are used to attract and/or retain highly qualified teachers.



SECTION VIII. PROFESSIONAL DEVELOPMENT

High quality professional development is ongoing and sustained throughout the school year. Effective teacher professional development is a set of activities that produce a demonstrable and measurable effect on student academic achievement. Any professional development activity must be grounded in scientifically based research. One-day and short-term workshops and conferences that stand alone are not recognized as high quality professional development.

A. Describe the high quality and ongoing professional development that will support the schoolwide instructional strategies in the core content areas. Include a timeline with dates and specific activities.

This section delineates the professional development activities which support each of the schoolwide program objectives listed in Section VI. Teachers, paraprofessionals, and administrators should be involved in the training activities. Schoolwide programs must support intensive and sustained professional development; PD activities should be focused on successful student performance. All PD activities, regardless of the funding source, that support SWP instructional objectives should be included. Schoolwide programs must include only high quality professional development activities. The criteria for HQPD can be found in the Consolidated Federal Programs Manual – April, 2006, pages 37, 56-58:

http://www.dese.mo.gov/divimprove/fedprog/grantmgmt/documents/adm_manual.pdf.

Linking Professional Development to SWP Instructional Objectives

Each instructional objective listed in Section VI should be supported by HQPD activities. Examples of activities that meet the HQPD criteria are study groups, mentoring, practice and evaluation, action research, curriculum writing, etc.

- List each SWP instructional objective and describe the supporting HQPD activities; include a tentative training/meeting schedule.

B. Describe how the plan is integrated with the building Comprehensive School Improvement Plan (CSIP).

Linking Other PD Plans to SWP

- List professional development activities included in your building CSIP, building PD plan, PD activities from other school initiatives, etc. that support SWP objectives.

B. Describe how professional development resources will be sufficient to effectively support the schoolwide program.

PD Resources That Support SWP Instructional Objectives

- Identify the funding sources of all professional development activities that are being used to support SWP objectives.



SECTION IX. PARENT INVOLVEMENT

Describe the activities to be used to increase parent and family involvement as part of this schoolwide plan. The following three areas must be addressed: 1) Communication, 2) Shared responsibility for high student performance, 3) Building parents capacity for involvement in school.

A. Describe the strategies and activities that will be used to increase parent involvement, such as family literacy.

At a minimum, SWPs must meet all of the NCLB required components for parent involvement. These components include the following:

- Parent involvement plan that includes **strategies and activities** for communication and capacity building for instructional involvement
- **Parent-school compact** that demonstrates how responsibility will be shared for student performance
- Hosting and sharing the results of an annual informational meeting
- Parent assessment of the effectiveness of the school's parent involvement program
- Providing parents with opportunities to partner with the school and information they can use at home to support student learning

Strategies and Activities

- Describe strategies/activities included in your parent plan that support the SWP instructional objectives, communication and capacity building for parents

C. Discuss how student assessment results will be reported in a language and format that parents can understand.

Student Assessment Results

- Explain when and how student assessment results will be reported to parents; specifically explain how language and communication issues will be accommodated.

C. Describe how parent-school compacts will be implemented and used in your schoolwide program. (Provide a copy of your parent-school compact and a copy of your school/district parent involvement policy.)

Parent-school compact

- Summarize the commitments of parents, students and the school that are included in the compact; explain ongoing activities that support the commitments.



SECTION X. TRANSITION OF PRESCHOOL CHILDREN

Describe the steps that will be taken to assist preschool children and their families to make the transition into elementary school.

A. Describe the strategies for assisting preschool children in the transition from early childhood programs, such as preschool, Head Start, Even Start, or Early Reading First to local elementary school programs.

Schoolwide programs are required to implement effective preschool transitioning activities to make sure that students who are entering the school are prepared for the kindergarten curriculum. Simply hosting a once a year open house for parents and preschoolers does not suffice for meeting this requirement. Additional appropriate strategies/activities:

- Involve local preschool teachers in the professional development available at your school
- Work to assure alignment of the preschool curriculum to kindergarten and lower elementary curriculum
- Connect with preschool-aged children in your school attendance area
- Provide parents of preschoolers, as well as preschool teachers and daycare providers in the school's attendance area, a checklist of skills to prepare their children to attend kindergarten
- Host academic programs for preschool-aged students



SECTION XI. ASSESSMENT OF PROGRAM RESULTS

How will the effectiveness of the schoolwide program be evaluated?

A. How will the school know if the needs of struggling students are being met? List the types of monitoring and evaluation tools that will be used periodically through the year to assist the school in knowing that the needs of struggling students are being supported.

This section addresses accountability. The basis for evaluation is student progress as demonstrated on the state's assessment system which is aligned with challenging content and performance standards.

Monitoring and Evaluation Tools

Schoolwide programs do not have a clear beginning or end – they are works in progress, continuously striving and adjusting to meet higher goals. Continuous improvement means asking and answering questions about both student achievement and school progress toward SWP objectives.

- Describe how **evaluation tools** included in Section VI will be used measure program toward meeting SWP objectives.
- List tools that will be used to **monitor student progress during the school year**. Discuss how often monitoring will occur and how data will be used to ensure that students experiencing difficulty mastering any of the Show-Me Standards will be provided effective and timely additional assistance.

B. Describe how teachers will be involved in using data for making instructional decisions to improve individual student achievement and the overall instructional program.

Teacher Use of Assessment Data

NCLB regulations require that the schoolwide program include teachers in decisions regarding the use of assessment data in order to improve students' performance and the overall instruction program.

- Describe training and resources on assessment that will be provided teachers.
- Explain how teachers are expected to use the training and resources to improve instruction for students.



SECTION XII. ADDITIONAL SUPPORT

Describe the steps taken to reform the entire educational program of the school.

A. Provide an overview of your schoolwide that emphasizes the changes from your targeted assisted program. (This will include all grades, changes in instructional time, delivery of services, and a redefinition of the role of Title I teachers, classroom teachers, and support teachers.)

Schoolwide programs provide the opportunity to upgrade the entire school program by allowing more flexibility to serve students. In addition to Title I, schoolwide programs may incorporate funds from state, local, and other federal programs; the focus of all parts of the school should be toward implementing instructional strategies that support areas identified in the needs assessment.

Educational program reform and change

SWP support should encompass all possible sources of funding, materials, human resources, and time to better meet the needs of all students. Every aspect of the school should be considered a component of the SWP and all efforts should support the attainment of SWP instructional objectives.

- Describe how students will be better served through the use of the SWP model at this school.
- Describe modifications made to (a) the instructional program, (b) material and human resources utilization and (c) collaboration within the school, with community agencies and external resources.

B. Describe the coordination of federal, state, and local services and programs used to support the schoolwide plan.

Federal, state and local coordination

The funding source for a SWP should not be only Title I funds; consideration should be given to other possible sources of funding, materials, human resources, and time to better meet the needs of all students.

- Identify federal, state and local (building, district, and community) resources that will be integrated into the SWP.
- Explain how resources will be aligned with SWP objectives, strategies and action steps (Section VI) to support students and improve academic achievement.





Are We On The Right Track For Success?


- Is our schoolwide plan for improvement **based on the needs of our children** and our school?
- Does our schoolwide plan truly **raise the academic achievement of ALL** the students at our school, or **do some get left behind?**
- Are we providing **extended services** to students who need them?
- Do all teachers employ **research-proven strategies in their classroom** teaching?
- **Has classroom instruction changed** since we first began our schoolwide reform plan?
- Do we use **student assessment** as a means **to improve classroom instruction?**
- Are we **accountable** when our students do not meet the **academic objectives** we have set for them?
- Do our schoolwide goals, and our mission of **raising academic achievement** of all students, guide **every single decision** we make?
 - professional development
 - scheduling
 - budget
 - use of staff time
 - building space
 - extra-curricular activities
- Are **parents involved** in the schoolwide program? Are they provided with **ideas on how to help their child** at home?
- Do we truly maintain a **“NO EXCUSES!”** theme for student failure, regardless of the problems facing the student, including home-related or other circumstances?
- Do we employ only highly **qualified staff?**
- Is every moment of the **instructional day dedicated to raising student achievement?**
- Is the schoolwide plan a collective responsibility, or has the **Title I program remained a separate entity?**
- Have we **aligned instruction to the State standards and assessments?**
- Is **professional development** designed to create opportunities for teachers to work, plan, and learn together **around instructional issues?**




Getting Started...

 DESE requires that schools begin by submitting the **Federal Notification of Schoolwide Commitment** form before you begin your planning process. The form is located on the DESE Web applications website at:
<https://k12apps.dese.mo.gov/webLogin/>.

 **Applications for the 2008-2009 school year:** The current web application is online and is accessed through the Web Applications menu. Click on the link labeled **Federal Schoolwide Commitment Form and Plan**. Be sure to **first select the correct building from the drop-down list** under [School Name] on the left side of the page before clicking on the Application links.

 **For all Applications after 2008-2009:** The ePeGS planning tool is currently available. Schools will need to move their plan to the ePeGS document during the current school year, utilizing the Planning Tool to tie the district CSIP, the Building Plan and the Schoolwide plan together. The Schoolwide Plan will be accessed through the Building Plan, with more components accessed through the Additional Elements section.

 **Budget information** will be accessed through the **Federal Grants Application** for all plans through the 2008-2009 school year. No budget screens will be available through ePeGS until the 2009-2010 school year.



References and Resources

Department of Education, State of Maine. NCLB - Title I. A. Schoolwide Programming.
<http://www.state.me.us/education/nclb/schoolwide/home.htm>.

Missouri Department of Elementary & Secondary Education. Consolidated Federal Program Administrative Manual, April, 2006 (updated 05-08) http://www.dese.mo.gov/divimprove/fedprog/grantmgmnt/documents/adm_manual.pdf.

North Central Regional Educational Laboratory. School Improvement through Data-Driven Decision Making. Learning Point Associates. <http://www.ncrel.org/datause/>.

North Dakota Department of Public Instruction. Title 1 Workbook on Documenting the 10 Required Components of Schoolwide Programming. <http://www.dpi.state.nd.us/title1/springwkshp/components.shtm>

North Dakota Department of Public Instruction. Title I Schoolwide Programs,
<http://www.dpi.state.nd.us/title1/schlwide/index.shtm>.

United States Department of Education. Designing Schoolwide Programs Non-Regulatory Guidance, March, 2006. <http://www.ed.gov/admins/lead/account/swp.html>.

APPENDIX I¹: Assessment of School Progress toward Schoolwide Improvement²

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: (5) Sustaining Ongoing Improvement; (4) Continuing Progress; (3) Evolving First Steps; (2) Thinking About Change; (1) Maintaining the Status Quo. 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation

¹ All Appendices are taken from **Designing Schoolwide Programs Non-Regulatory Guidance**, March 2006.

² 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
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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation
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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation

APPENDIX II: Indicators for the School Profile³

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
<input type="checkbox"/> 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.
<input type="checkbox"/> Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
<input type="checkbox"/> 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.
<input type="checkbox"/> Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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
<input type="checkbox"/> 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.
<input type="checkbox"/> Other Performance-based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.
<input type="checkbox"/> Multi-year Trends	Academic achievement data from several years
<input type="checkbox"/> Completion Rates	Promotion/graduation rate, retention rates
<input type="checkbox"/> 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.).
<input type="checkbox"/> Post Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.

³ Adapted from *Creating a School Profile*, RMC Research Corporation, Denver, Colorado, 1998.

Curriculum and Instruction	Possible Indicators
<input type="checkbox"/> 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.
<input type="checkbox"/> Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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
<input type="checkbox"/> Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	Possible Indicators
<input type="checkbox"/> Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
<input type="checkbox"/> Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.
<input type="checkbox"/> Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.

<input type="checkbox"/> Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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
<input type="checkbox"/> School Mission/Vision	Statement of the underlying philosophy of the school.
<input type="checkbox"/> Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.
<input type="checkbox"/> School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.
<input type="checkbox"/> 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.
<input type="checkbox"/> Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.
<input type="checkbox"/> Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities.

APPENDIX III: Data Collection Guide⁴

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					

⁴ 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.