

SCHOOL-WIDE PROGRAM: Annual Evaluation/Review (School Improvement Plan)

Title I regulations require that a school operating a school-wide program annually review the implementation of and results achieved by the school's school-wide program. The evaluation must determine whether the school-wide program was effective in increasing the achievement of students in meeting the common core state standards, particularly those students who had been furthest from achieving the standards. The evaluation must also examine if the program was implemented effectively and whether implementation improved student achievement. The school must revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement.

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

- Inputs – For instance, what resources were identified in the school-wide program and to what degree were they utilized?
- Activities – Did planned events such as professional development, parental involvement activities, school-wide instructional units, take place as scheduled?
- Short-term impacts – What were the short-term results of implementing a particular strategy in the school-wide plan? Was training provided for the targeted number of school staff? Did the training affect subsequent instructional decisions?
- Longer-term impacts – An annual school-wide review can provide incremental information that tracks outcomes over time. For instance, a school-wide 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.

Some suggested steps for carrying out this process follow:

- Review the strategies and action steps originally proposed in the school-wide plan.
- Use the findings and recommendations to identify the parts of the school-wide 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 school-wide program is to ensure that the program described in the school-wide 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 school-wide program that helps all students achieve at high levels. (Review Documents are attached.)

SCHOOLWIDE PROGRAM REPORT FOR ADDRESSING 10 COMPONENTS

NCLB, Title I, Part A, Section 1114

School:

School Year:

Name of School-Wide Program Planning Committee Chairperson:

In the spaces below, briefly describe how the school-wide program (SWP) assures that the ten required components are being covered. Title I does not have to fund all of the ten components (other sources may fund some of the components) because federal, state and local resources are integrated in a school-wide program. Federal funds must be supplemental to State and local funds; however services do not have to be supplemental to the regular education programs.

1. Needs assessment covers whole school. What data sources did the school use to plan the school-wide program? What needs did the data identify? What specific grade levels and/or content areas were identified as a priority? What achievement gaps were identified?
2. School-Wide reform strategies. What strategies, based on scientific research, will all teachers and paraeducators use? What is the program design and how is it correlated with the common core state standards? How does the program increase the amount and quality of learning time? How will the achievement gap be eliminated between various groups of students, including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible? How will the special needs of low achieving students be met? Was the school-wide plan implemented as written? Were the strategies effective in increasing student achievement? Did student achievement meet the goals established in the plan?
3. Instruction by highly qualified teachers. Are all teachers highly qualified before being hired? Are all teachers certified in fields in which they are teaching? If not, what steps are being taken to ensure that all teachers are highly qualified? What is the educational background of paraeducators? What steps are being taken to ensure that paraeducators meet the educational requirements before they are hired?
4. Professional development. What professional development (PD) is planned? How was the school's PD needs determined? How is the PD tied to the school's identified need? How will the planned PD improve instruction? What makes the PD offerings high quality and ongoing? How are principals, teachers, paraeducators and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the PD? How will the impact of the PD on student achievement be measured?
5. Strategies to attract highly qualified teachers. What strategies are used to recruit highly qualified teachers? What strategies are used to retain highly qualified teachers in the school?
6. Parent involvement. What will the school do to increase parental participation, such as offering family literacy services? How are parents included in their child's education? How are parents involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts?
7. Assists transition. What will the school do to emotionally and academically ease student transition from early childhood programs to elementary school programs? What about transition from middle school to high school.
8. Measures to include teachers in decisions. How are all teachers included in the selection of academic assessments? How do all teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?
9. Activities to ensure that students meet common core state standards. How does the school provide effective, timely, and additional intervention to students in danger of not meeting state standards? How are students and their needs identified for assistance? How do teachers and paraeducators collaborate for planning and instruction?
10. Coordination and integration of programs. What Federal, State and local funds are made available to the school? How does the school coordinate and integrate Federal, State and local programs and services to improve instruction and increase student achievement?