



SCHOOL IMPROVEMENT/TITLE I SCHOOLWIDE PLANS

A Guide for Development of a School Improvement Plan & New or Existing Title I Schoolwide Program

May 2007

The School Improvement Plan will drive measurable improvement in achievement for all students, as well as measurable improvement in attendance and enrollment, and in school climate and culture. The School Improvement Plan will be used as a regular resource, or “blueprint,” for parents, community, faculty, school staff, students and district administration, and will serve as the schoolwide plan for Title I compliance.



Consolidated Federal Programs Unit

Acknowledgements

Consolidated Federal Programs at the Colorado Department of Education thanks Denver Public Schools for sharing their SIP/SW template. Much of this guide was developed from the district's template. Consolidated Federal Programs also would like to thank Adams Five Star School District for working with Carla McGuane to 'test drive' the document and add their own imprint to it.

Carla McGuane and Dr. Paul Johnson prepared this document, and the department is grateful for their contributions and expertise.

UNIFIED PLANNING

Matching the Consolidated Grant with Improvement Planning

Integrated Improvement Planning: The Focus on Results

The most effective strategies for getting to higher student achievement involve needs based, integrated improvement planning (Schmoker, 2006). Improvement planning occurs at two levels in school systems. The district improvement plan and the school improvement plan need to be both connected and comprehensive to be successful. Adding state and federal grant resources to district efforts will assist in making these plans successful, because the Consolidated grant and Schoolwide Title I grants also require similar improvement planning. While the improvement planning process begins with simple steps, the outcome is a combination of local, state and federal resources for a district wide focus on results. This idea of combining improvement efforts is not a new one; it has been around for more than a decade. Marzano (2006) notes that a few, clear plans with focused goals get the best results over time. When focused goals connect with planning, improvement can be rapid and powerful.

The following is a brief overview of historic improvement efforts in the state, and how they have impacted local districts. First, the Colorado General Assembly enacted standards based education in 1993, with the passage of *House Bill 93-1313* focusing on what is most important for students to know and be able to do. It required each school district in the state to adopt a standards implementation plan that drove a number of improvement processes including:

- aligning curriculum to standards
- implementing standards based assessments
- providing instructional interventions for special needs populations and
- aligning professional development to standards based instruction.

In 1996, the Colorado General Assembly passed *House Bill 98-1267*, which requires a school accreditation process; also focused on improving student achievement results. Each school district enters into an accreditation contract which defines standards, goals and requirements set by the district throughout the term of the contract. It also requires improvement planning with District Improvement Plan and School Improvement Planning tools. The goals of state accreditation are to:

- Promote accountability from public schools and school districts
- Promote a high level of achievement among public schools
- Develop and maintain a school/community partnerships for ongoing improvement of public education
- Emphasize standards based education, testing and basic skills
- Focus on student achievement using statewide and local standards based assessments
- Support local efforts at reforming and improving the system of public education

In 2002, the United States Congress reauthorized the *Elementary and Secondary Education Act* as the “No Child Left Behind Act” (reauthorized again in 2007). The NCLB mandate continues to provide for greater program flexibility at the local level, with a focus on grants for schoolwide improvement available after comprehensive needs analysis of achievement gaps.

The Colorado Department of Education provides resources for school improvement through the NCLB Consolidated Federal Grant; which includes Title I grants for high poverty schools, Title II Class Size Reduction and Education Technology funds, Title III funds supporting English Language Learners, Title IV funds for Safe and Drug Free schools, and Title V for Innovative Education Strategies. These funds are applied for in a single, connected and comprehensive grant application written by local districts. Each grant application includes a needs assessment, a strategy for improvement, a Budget and an evaluation plan. (See examples in the Unified Planning Template).

Thinking about District Improvement Resources

The Consolidated Federal Programs Grant is designed to be a comprehensive set of resources to be utilized for two main purposes:

- Systemic instructional improvement strategies
- Instructional interventions that close the achievement gap

These purposes are closely aligned to the goals of Schoolwide Title I grant funds.

The application for these Consolidated Grant funds must be developed around the following four processes:

- District wide **needs assessments** identifying root causes of underachievement
- **Measurable goals and objectives** for higher student achievement based upon identifying the root causes of achievement gaps
- **Research based strategy** development directly connected to student, school and district needs assessments and **budget**
- Annual **evaluation plan** to document results of the grant

Why do Uniform Planning?

The purpose of the Consolidated Grant is to annually provide a uniform set of funding and applications for grant funding to every district in the state of Colorado choosing to apply. The Consolidated Grant serves as the “door” for districts to access grant funds in the various Title programs. The largest grant funds available are in Title I, Part A, which provides resources for high poverty, underperforming populations in the content areas of reading and math. These are the same content areas that are used to calculate Adequate Yearly Progress (AYP) for schools.

The most flexible Title I funds available come through the *Schoolwide Program* status that schools achieve. Schools gain this status by annual comprehensive planning and collaboration across the school learning community. The annual processes for planning and applying for the Consolidated Grant and maintaining the status of the Title I Schoolwide program are very similar, and should occur almost simultaneously. The goal of consolidating planning and applications for grant funds is to make resources available to districts and schools as they implement research based strategies to improve student achievement and increase parent/community partnerships supporting public education efforts.

Continuous Improvement: Thinking Systemically-Acting Systematically

Education systems work best when the processes of accountability, improvement and acquiring resources work together seamlessly. Systems succeed when the “long lever of leadership” is applied at key points in improvement planning (Fullan, 2006). Once district planning systems are aligned, then schools begin to systematically implement improvements as well. Successful leaders at both district and school levels make sense of these systems by delivering instruction and curriculum assuring all students achieve and achievement gaps between groups disappear. In every district, the processes of accountability (school improvement and district improvement planning outlined in **blue** on the Unified Planning

Template) drive the work of teachers and instructional leaders. These are resource hungry processes. The Consolidated Grant and Schoolwide programs are federal grants intended to support local improvement efforts (outlined in **green** on The Unified Planning template).

Leaders know that systems must work together on a select few, focused goals to achieve success. Federal grant dollars are tightly focused on closing the achievement gap, and planning for acquiring these funds must be tightly coupled with accountability and accreditation goals. Coordination of federal, state and local resources reduces fragmentation of services and improves instruction by promoting a schoolwide focus on student achievement. In the process of Consolidated Grant planning, schoolwide planning and school improvement planning, there are common leadership themes:

- Increasing the quality and quantity of instruction
- Reduction in fragmented planning and services
- Collaboration across programs and strategies
- Cohesive, whole school focus on student achievement results
- Intensive, sustained professional development
- Data driven decisions to close achievement gaps

In conclusion, both federal grant planning processes and state/local accountability planning have the same goals. The systematic coordination of federal, state and local resources lies at the district level. The Unified Planning Template shows four distinct planning processes that can easily be merged as school districts seek continuous improvement. The Needs Assessment model shows four ways that data in schools and districts can be gathered and analyzed for better improvement planning.

The challenge for districts and schools is to understand that improvement is a connected and comprehensive process. Plans with a few clear and focused goals will make the difference. Research based instructional strategies connected to needs and the root causes of underachievement power learning. A direct connection between program goals and budget expenditures provides accountability. And finally, these goals must come from the data analysis districts create. (Bernhardt, 2004). Leaders that succeed at continuous improvement work at two levels: first, systems improvement strategies occurring at the district level, where resources, efforts and programs are coordinated. Second, systematic improvement strategies occur at the school level, where resources, quality teachers and instructional interventions are coordinated. The results of systems thinking at these two aligned levels are *schools of excellence*, where all students achieve at the highest levels.

UNIFIED DISTRICT PLANNING TEMPLATE
Connecting State and Federal Resources to Local Improvement

District Improvement Plan

Objectives	Assessments	Actions Steps				Results
		What Done?	By Whom?	When?	Resources?	
<ul style="list-style-type: none"> • Specific • Required • Measurable Results 	<ul style="list-style-type: none"> • How objectives will be measured 	•				<ul style="list-style-type: none"> • Evidence of Accomplishments
		•				
		•				
		•				

District Consolidated Grant Resources Plan

Needs Assessment	Goals/Objectives	Research Based Strategies tied to Budget	Program Evaluation
<ul style="list-style-type: none"> • Student Achievement Data • Parent/Community Input • Teacher/Principal Input • District Resource Needs 	<ul style="list-style-type: none"> • SMART Goals • Continuous Improvement focus 	<ul style="list-style-type: none"> • One year Budget focused on for District Improvement Strategies • Programs and fiscal expenditures directly related 	<ul style="list-style-type: none"> • Data on Results



School Improvement Plan

Needs Analysis	Goals / Indicators	Strategies Aligned to Needs	Targets & Measures
<ul style="list-style-type: none"> • Root Causes of Academic Failure • Demographics/Achievement Trends • School Resource Needs 	<ul style="list-style-type: none"> • Scientifically Based Interventions • Focus on Professional Development and Teacher Quality 	<ul style="list-style-type: none"> • Research based instructional program focused on School Instructional Improvement Strategies • Needs analysis dictated Instructional strategies • Data drives instruction 	<ul style="list-style-type: none"> • Data on Eliminating Achievement Gaps

Schoolwide Plan

Needs Analysis	Goals	Budget Aligned to Needs	Annual Evaluation
School/Parent Data	Measurable Outcomes	Spend down focused on Instructional Model	Results Data on Proficiency

USING THE GUIDE

OVERVIEW OF GUIDE

The School Improvement Plan can serve as a record of compliance with school board policy, Title I Schoolwide Planning, and other state and federal rules and statutes. In addition, successful organizations operate from a single plan. Under Colorado's Accreditation system, all districts must accredit their schools. Many districts require their schools to develop a yearly school improvement plan to meet this requirement. Thus, this guide provides a structure and procedures through a single plan for meeting the requirements of a School Improvement Plan (SIP) for all schools and the additional requirements for Title I, Part A schools that operate a Title I Schoolwide program. While the components of a SIP are set by each district, Title I schools that operate Title I Schoolwide Programs must include all the components identified in Section 1114 of the No Child Left Behind Act (also found in Addendum A of this guide).

Schools want all their students to succeed. In order to accomplish this, schools need to focus on specific goals and strategies for change. School improvement planning is the process through which schools set goals for improvement and make decisions about how and when these goals will be achieved.

School improvement is, thus, the single most important business of the school, in that it is the process schools use to ensure that all students are achieving at high levels. The ultimate objective of the process is to improve student achievement levels by enhancing the ways curriculum is delivered, by creating a positive learning environment and by increasing the degree to which parents are involved in their children's learning at school and in the home.

The School Improvement Plan (SIP) will drive measurable improvement in achievement for all students, by focusing on improvement in: teaching and learning; attendance and enrollment; school climate and culture; and parent and community engagement. The School Improvement Plan will be used as a regular resource, or "blueprint," for parents, community, faculty, school staff, students and district administration. The SIP will:

- set clear, school wide expectations;
- establish specific instructional priorities;
- hold faculty to the highest standards in all their activities, including when setting their annual performance objectives;
- inform budget and staffing decisions;
- identify specific strategies to effectively engage parents for the purpose of increasing student achievement.

USING THIS GUIDE

The SIP/SW guide is organized into several basic sections:

- Planning and writing the SI/SW plan
 - SI/SW Templates
 - Additional Schoolwide Plan requirements
1. The first section of the guide includes an overview of school improvement, timelines for using a 3-year improvement plan cycle, and guidelines for developing a plan.
 2. The second section provides a template and information for writing and/or updating a SI/SW plan.
 3. The third section applies to schools that operate a Title I Schoolwide program. The forms and directives must be completed in order to operate as a Title I Schoolwide program, but can be an addendum to the SIP. Thus, all schools in a district can operate from a single plan format, with Title I Schoolwide programs including the additional requirements in the addendum.

The SI/SW Planning Guidance provides options for schools that operate Title I Schoolwide programs. However, any school operating a Schoolwide program must ensure that all 10 elements and related requirements are in the plan. This is the responsibility of the district to ensure that all Title I Schoolwide plans meet the requirements of NCLB, section 1114. These requirements can be found in the Title I Schoolwide Program Checklist in the Addendum.

GUIDING PRINCIPLES OF SCHOOL IMPROVEMENT PLANNING

The following key principles form the basis for the school improvement planning process.

- School Improvement Plans must be aligned to State and local standards.
- The principal must be at the helm of this process—without support and leadership of the principal, the planning process lacks the leverage that is needed for change to occur in a school environment.
- It should involve all stakeholders in the process. Students and parents have an important perspective on how schools can improve. Their meaningful participation in the process should be considered from the onset. In addition, all members of a school staff should participate and/or be aware of the planning process. The more stakeholders that are “in the loop,” the better the chances the school will achieve 100 percent buy-in by staff for change efforts. A representative group of stakeholders can do the bulk of the work, if results and updates are reported back on a regular basis to the full faculty and other stakeholders.
- Decisions about school improvement goals and solutions must be based on careful consideration of multiple sources of data and research.
- School improvement planning is a journey of continuous improvement that demands ongoing monitoring and adjustment of programs and processes at the school.
- The written plan document is only as good as the quality of thought, effort, and the degree of “buy-in” by all stakeholders.

STAGES OF SCHOOL IMPROVEMENT PLANNING PROCESS

In developing the School Improvement Plan, schools should¹ go through the following critical steps:

1. Needs Assessment:
A comprehensive needs assessment looks at data on student performance and on the school’s practice that generate that performance.
2. Prioritizing Needs:
Schools should prioritize the needs identified in the above step and identify just a few as the greatest concerns.
3. Cause Analysis:
Identify the factors causing the needs of the greatest concerns to occur.

¹ Required of schools that operate as Title I schoolwide programs

4. Setting Goals:

Setting realistic and measurable goals is central to an effective planning process.

5. Developing an Action Plan:

Identify the steps that the school will take to achieve the goals, who will oversee each step and the resources required.

6. Evaluation: Identify ways of measuring the effectiveness of the plan.

PROCEDURES

Duration:

The School Improvement Plan may cover a single year or multiple years. The plan is evaluated annually. When making revisions, the principal will work with school faculty, parents, community and supervisors to evaluate progress toward the goals and to adjust objectives and strategies based on that evaluation.

The SIP should be updated when necessary to align with any awarded grants.

If district personnel or a principal deems it necessary, the School Improvement Plan cycle can be reset, goals can be rewritten and the entire plan can be reworked from top to bottom.

Planning Team:

The principal *is responsible for the development of* the School Improvement Plan with the school's leadership team. The principal must solicit input from the school's committees, leadership teams, or other collaborative initiatives at the school site.

Approval Process:

1. All SIPs will be reviewed by several of the principal's peers for constructive feedback.
2. SIPs are submitted to a district-designated administrator for approval.
3. State law requires the District School Improvement and Accountability Council **review** all SIPs and provide feedback to the Board of Education about the overall quality of the plans and the School Improvement Planning Process.

Suggested Timeline:

March 2007	<ul style="list-style-type: none"> • Overview of SIP Process conducted by district administration with principals • Generate academic trend reports for SIP process, which includes aggregated and disaggregated trends on student performance in reading, writing, math, attendance and enrollment
March 2007	<ul style="list-style-type: none"> • Check progress toward annual 2006-2007 SIP objectives with building leadership team
May 2007	<ul style="list-style-type: none"> • Schools complete the 2007-2010 SIP in preparation for upcoming school year
August 2007	<ul style="list-style-type: none"> • Review preliminary CSAP data and track progress toward goals and annual objectives with building and district leadership and make appropriate adjustments to the SIP • Review SIP with faculty and community (including parents)
November 2007	<ul style="list-style-type: none"> • Review final CSAP data and benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
January 2008	<ul style="list-style-type: none"> • Complete semi-annual update to 2007-2010 SIP in time for the school staffing process and school budget cycle • Check progress toward 2007-2008 annual objectives with building leadership team
March 2008	<ul style="list-style-type: none"> • Review benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
May 2008	<ul style="list-style-type: none"> • Schools complete semi-annual update 2007-2010 SIP in preparation for upcoming school year
August 2008	<ul style="list-style-type: none"> • Review preliminary CSAP data and track progress toward goals and annual objectives with building and district leadership and make appropriate adjustments to the SIP • Review SIP with faculty and community (including parents)
November 2008	<ul style="list-style-type: none"> • Review final CSAP data and benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
January 2009	<ul style="list-style-type: none"> • Complete semi-annual update to 2007-2010 SIP in time for the school staffing process and school budget cycle • Check progress toward 2008-2009 annual objectives with building leadership team
March 2009	<ul style="list-style-type: none"> • Review benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
May 2009	<ul style="list-style-type: none"> • Schools complete semi-annual update 2007-2010 SIP in preparation for upcoming school year
August 2009	<ul style="list-style-type: none"> • Review preliminary CSAP data and track progress toward goals and annual objectives with building and district leadership and make appropriate adjustments to the SIP • Review SIP with faculty and community (including parents)
November 2009	<ul style="list-style-type: none"> • Review final CSAP data and benchmark assessment data; track progress toward goals, annual objectives and adjust instructional strategies
January 2010	<ul style="list-style-type: none"> • Complete semi-annual update to 2007-2010 SIP in time for the school staffing process and school budget cycle • Check progress toward 2009-2010 annual objectives with building leadership team.

COMPONENTS OF THE SCHOOL IMPROVEMENT PLAN AND INSTRUCTIONS FOR COMPLETING THE PLAN

1. **Cover Page:**

General Information about the school and the School Improvement Planning Team

2. **Mission Statement:**

A mission statement is a consistent statement that is repeated by the public, the staff, the principal and the administration to describe the school's unique academic focus. The mission statement captures what the school has to offer in service to students and parents, its primary audience. It is one or two sentences long.

Questions answered when developing this component: What is your school's unique academic focus all about?

Examples:

UP Academy offers the highest quality standard's based instruction in both English and Spanish. Graduates of UP Academy, whether their native language is English or Spanish, will possess academy fluency in both languages.

Neighborhood School

John Elementary School offers a strong academic program committed to each child's scholastic improvement, as well as a Montessori program for grades K – 5. Every John student is provided with the tools to achieve high academic standards and is supported by an involved community and dedicated staff.

Washington High School

Washington High School's instructional program promotes progress in the area of academic achievement by establishing high expectations for all students with a strong AP program and an international curriculum through the IB program. The focus at WHS is to prepare students to succeed in rigorous collegiate activity.

3. School Profile:

A school profile is the consistent description of school community characteristics and the school's unique academic characteristics and accomplishments.

4. Needs Assessment:

This section should include a collection of data collected from a variety of sources to determine strengths and needs of the school community.

5. Data Analysis:

For this section you must:

- employ multiple data sources
- include information on all students
- include demographic information on students and community. (For schoolwide programs, include data related to historically underserved students, and migrant or formally migrant students.)
- use disaggregated data (i.e. gender, ethnicity, grade, etc.)
- include climate variables (i.e. parent, faculty, and student perceptions, etc.)
- identify root causes and contributing factors
- prioritize actions

The data set will include information about student performance, change in student performance and student growth. It will also include information about student attendance and enrollment, and parent and student satisfaction. Data should be analyzed by the school leadership team and shared with the building accountability team prior to the development of objectives and strategies in the SIP.

Questions answered when developing this component:

- What do the data tell you about your students overall performance?
- Based on the data, where does your school need to focus their school improvement goals?
- What do the data tell you about your ELL students?
- What do the data tell you about your special education students?
- Are there test performance variations by racial/ ethnic groups or gender?
- What differences do you see in racial group performance?
- What disparities do you see in special needs students?
- Has your school made progress on closing the achievement gap in any groups?

- What are the root causes of an achievement gap?
- What are the barriers to all students achieving a year's growth, or more than a year's growth in a year's time?

6. Goals:

After conducting a needs assessment and data analysis, schools should identify areas of growth and develop goals to address them. The School Improvement Plan may set long term, three-year goals or annual goals that represent the definition of success at your school. The plan must include no less than two goals in Teaching and Learning and one goal in Parent and Community Engagement. Schools should develop additional goals in the areas listed below if they are identified as areas of growth:

- attendance and enrollment
- school safety, climate and culture

The goals must be derived from the prioritized needs of the school, must be specific, clear and measurable.

Questions answered when developing this component: What is the overall end result we wish to achieve to address this need?

7. Action Plan:

The action plan will list the objectives, strategies, activities, timeline, resources and benchmarks.

Objectives:

A statement of specific and measurable means to achieve the outcome(s) identified in the goal. The School Improvement Plan will set one year **objectives** aligned with those goals. Objectives are measurable and based on data that reflects how students at the school have performed. Objectives should target specific groups of students. *Academic objectives should be based on students achieving the proficiency or advanced levels of the Colorado Student Assessment Program (CSAP).*

Schoolwide plans may have additional or interim objectives to address the attainment of Adequate Yearly Progress (AYP) which is based on students achieving partially proficient or above on the CSAP.

Questions answered when developing this component: What will be accomplished? When will it be accomplished?

Strategies:

- A broad approach (*i.e.* a method, procedure, technique, or game plan) employed to accomplish an objective. The strategies should reflect appropriate interventions to increase the academic success of those all students.

- Schoolwide plans need to include scientific researched based reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels and a timeline for this implementation. These strategies include strengthening core academic programs, increasing amount and quality of learning time, enriched and accelerated curriculum, and how to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

Title I schools need to ensure that the strategies reflect the budgeted items in the Title I budget. Note: Please attach your school's Title I Budget (if applicable).

Questions answered when developing this component: How are we going to accomplish the objective?

Activities:

Activities are the specific steps, tasks, or actions in implementing a particular strategy. The activities should:

- be detailed and specific
- be directly related to the strategy
- be capable of resulting in progress toward the objective
- be sequential, with timeline
- identify activity leaders

Schoolwide plans should include activities to ensure that students who experience difficulty mastering any of the standards during the course of the school year will be provided with effective, timely additional assistance.

Questions answered when developing this component:

What will be done?
Who will do it?
How will it be done?
When will it be done?
What resources are needed?

Benchmarks:

Benchmarks are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Benchmarks need to be measurable directly related to the objective, specific and clear, achievable and time specific.

Questions answered when developing this component:

What are the checkpoints along the way?
How are we doing?
Do we have to adjust the action plan in order to accomplish the objective?

8. School Improvement Plan Evaluation/Status Report:

This section will document progress on action plan strategies by showing evidence of progress, an explanation for strategies not meeting timeline, and necessary plan adjustments.

9. Professional Development Plan:

This section will include a comprehensive professional development plan that is aligned with identified needs, goals, and strategies.

10. Addendum to the School Improvement Plan:

This section includes forms and directives that must be completed in order to operate as a Schoolwide program.

A – Planning Documents for Schoolwide Programs

B - Title I School and Parent Involvement policy (which includes the compact)

C – Coordination of Programs

D – Title I Schoolwide Budget

E – Transition Plan

F -- Highly Qualified Teacher Plan

COVER PAGE
&
MISSION STATEMENT

[District Name] SCHOOL IMPROVEMENT PLAN

School:
Title I School: Yes No

Principal:
If Title I School: Targeted Assistance or Schoolwide Program

SIP Years: (3 years) _____

Area	2007-08	2008-09	2009-10
NCLB Identified (Yes/No)			
NCLB Status			
SAR Rating			

NCLB Area(s) for Improvement	2007-08	2008-09	2009-10
Whole School (Reading, Math, None)			
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			
Subgroup Reading (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)			

School Improvement Planning Team (Include names and titles):

Administrators:

Teachers:

Support Services:

Parents:

Students:

Others:

Peer Review Feedback Team

(Include names, titles, and affiliations):

Principal Signature

Date

District Signature

Date

MISSION STATEMENT

A mission statement is a consistent statement that is repeated by the public, the staff, the principal and the administration to describe the school's unique academic focus. The mission statement captures what the school has to offer in service to students and parents, its primary audience. It is one or two sentences long.

Questions answered when developing this component:

What is your school's unique academic focus?

SCHOOL PROFILE

SCHOOL PROFILE

A school profile is the consistent description elaborating the school's unique academic characteristics and accomplishments.

Questions answered when developing this component:

What is unique about your school?

Why would anyone choose your school?

Describe Your School Community (should be based on data, not perceptions.)

- **Student Population** (# of students, racial, ethnic, gender breakdowns, ELL # and languages spoken, Special Education population, migrant, etc.)
- **Staff** (# of staff, racial, ethnic, gender breakdowns, languages spoken, # of beginning teachers, #non-tenured teachers, etc.)
- **Parents/Families** (level of involvement w/ school, parent demographics/ changes in parent demographics)
- **Community and Community Businesses** (job sectors represented, community partnerships, social service organizations)
- **Other – dropout rates, attendance, ...**

NEEDS ASSESSMENT

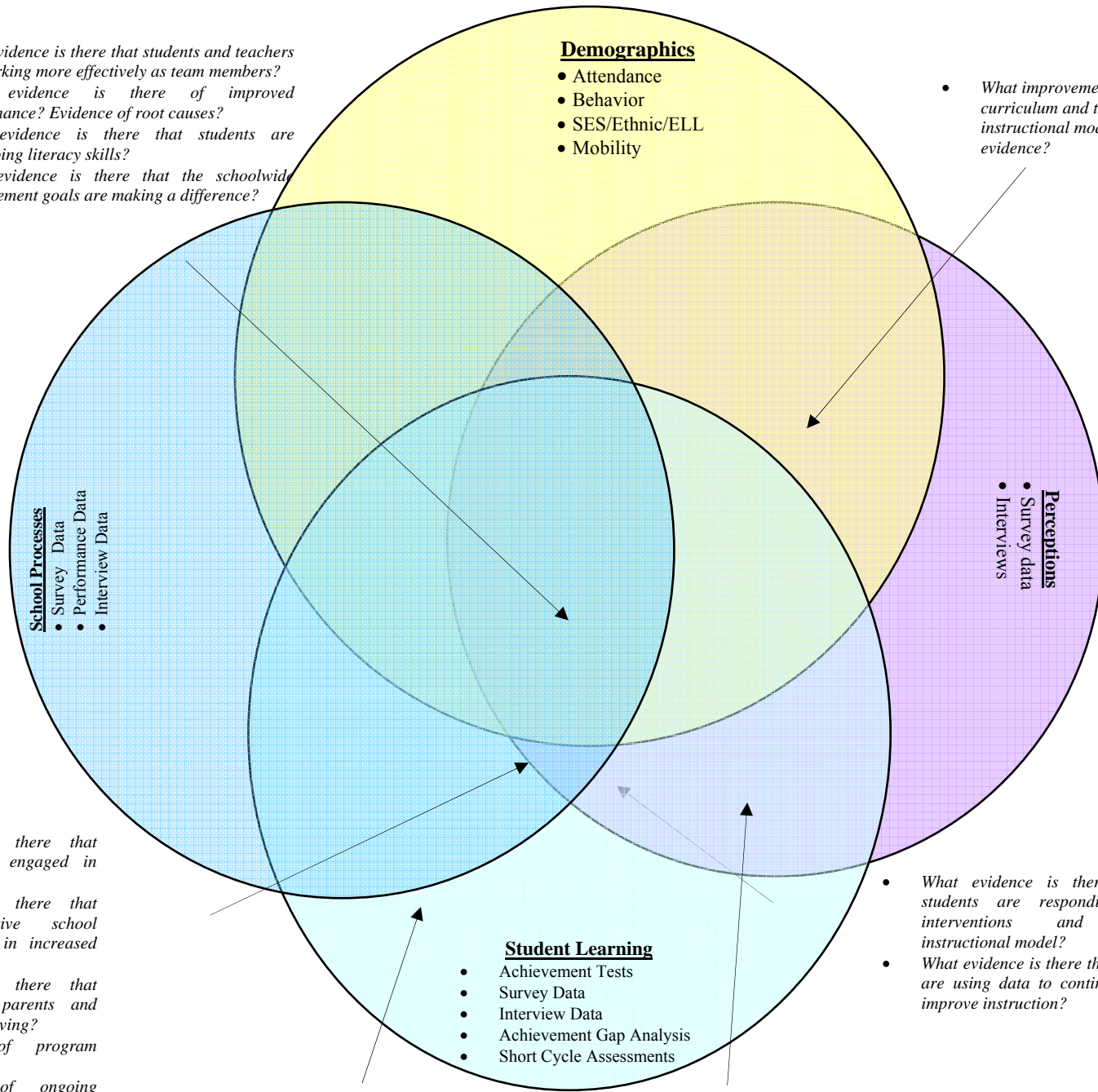
NEEDS ASSESSMENT

The needs assessment process is comprehensive and focuses on the entire school. Teams should collect and examine data from a variety of sources and identify priority need areas in all aspects of school operation. The focus of the needs assessment is to identify strengths of the current program, but also to identify weaknesses, obstacles and barriers in each of the dimensions.

This section should include a collection of data collected from a variety of sources to determine strengths and needs of the school community.

The following pages provide information about data collection and sample needs assessment surveys that can be used to collect data.

- What evidence is there that students and teachers are working more effectively as team members?
- What evidence is there of improved performance? Evidence of root causes?
- What evidence is there that students are developing literacy skills?
- What evidence is there that the schoolwide improvement goals are making a difference?



- What improvements in the curriculum and the instructional model are in evidence?

- What evidence is there that students are more engaged in learning?
- What evidence is there that increasingly positive school relationships result in increased student achievement?
- What evidence is there that relationships with parents and community are improving?
- What evidence of program evaluation exists?
- What evidence of ongoing professional development exists?

- What evidence is there that students are responding to interventions and the instructional model?
- What evidence is there that staff are using data to continuously improve instruction?

- What evidence is being collected to demonstrate that academic achievement is improved?
- What evidence is there that literacy and math interventions improve proficiency?
- What instructional strategies work?

- What evidence is there to indicate that students' and parents' attitudes toward school has improved?
- Source: Modified from Bernhardt, Victoria (2004) by Paul Johnson, (2007)

School Improvement Planning Needs Assessment

SCHOOL PRINCIPAL

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering your school Accreditation and AYP student achievement results, what is working?

2. In your opinion, what needs to be improved to increase student achievement across the school?

3. As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?

4. Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.
 - a. a.
 - b. b.
 - c. c.

5. What professional development strategies will promote better results?

School Improvement Planning Needs Assessment

CLASSROOM TEACHER

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering your students and student achievement results across your school, **what works?**
2. In your opinion, **what needs to be improved** to increase student achievement in your classroom and the school?
3. As you think about student achievement in your grade level team, **what long term planning or ideas** do you have for supporting higher student achievement?
4. What **instructional intervention** is most successful in your classroom?
5. What is your greatest professional development need?

**School Improvement Planning
Needs Assessment**

PARENT AND COMMUNITY

and

BUILDING ACCOUNTABILITY COMMITTEE / DISTRICT ACCOUNTABILITY COMMITTEE FEEDBACK

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering students and student achievement results across your school or in the district, **what works?**
2. In your opinion, **what needs to be improved** to increase student achievement across the schools and the district?
3. As you think about student achievement across the district, **what long term planning or ideas** do you have for supporting higher student achievement in the schools?

School Improvement Planning Needs Assessment

PROGRAM MANAGER AND CENTRAL ADMINISTRATION

Directions: Please take several minutes to complete this annual needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering schools and student achievement results across the district, **what works?**

2. In your opinion, **what needs to be improved** to increase student achievement across the schools and the district?

3. As you think about student achievement across the district, **what long term planning or ideas** do you have for supporting higher student achievement in the schools?

4. Identify the three most important **research based instructional strategies** and the three most important **instructional interventions** to increase student achievement.
 - a.
 - b.
 - c.

DATA ANALYSIS

DATA ANALYSIS

(must be based on data, not perceptions)

Provide a summary analysis of your CSAP, benchmark assessments and any other data. Respond in the analysis to the following questions:

- What do these data tell you about your students overall performance?
- Based on the data, where does your school need to focus their school improvement goals?
- What do these data tell you about your ELL students?
- What do these data tell you about your special education students?
- What do these data tell you about your Gifted/Talented and high performing students?
- What do these data tell you about your migrant students?
- What test performance variations by racial/ ethnic groups or gender exist?
- What differences do you see in racial group performance?
- What disparities do you see in special needs students?
- What progress has your school made on closing the gap in any groups?

SETTING PRIORITIES AND IDENTIFYING ROOT CAUSES

Based on the comprehensive needs assessment and the academic data analysis, prioritize areas in need of improvement.

Explore and verify the underlying causes for each priority area needing improvement identified. A clear, accurate understanding of the causes will help in selecting appropriate solutions and strategies for your action plan. Some guiding questions are:

What are the root causes of the achievement gap?

What are the barriers to all students achieving a year's growth, and, for students not at proficient /advanced levels, more than a year's growth in a year's time?

SETTING GOALS

SETTING GOALS

The goals of a school improvement plan represent the outcomes the school hopes to achieve through a newly designed program and should be directly linked to the priority needs determined by the comprehensive needs assessment. Goals for the School Improvement Plan must be **SMART** goals:

- **Strategic**
- **Specific**
- **Measurable**
- **Achievable/Attainable**
- **Research-informed**
- **Results-Oriented**
- **Time-focused**

The plan must include no less than two goals in Teaching and Learning and one goal in Parent and Community Engagement. Schools should develop additional goals in the areas listed below if they are identified as areas of growth:

- attendance and enrollment
- school safety, climate and culture

Objectives:

A statement of specific and measurable means to achieve the outcome(s) identified in the goal. The School Improvement Plan will set one year **objectives** aligned with those goals. Objectives are measurable and based on data that reflects how students at the school have performed. Objectives should target specific groups of students. *Academic objectives should be based on students achieving the proficiency or advanced levels of the Colorado Student Assessment Program (CSAP).* *Schoolwide plans may have additional or interim objectives to address the attainment of Adequate Yearly Progress (AYP) which is based on students achieving partially proficient or above on the CSAP.*

ACTION PLAN

ACTION PLAN

Teaching and Learning Goal 1

Goal: (Should be based on measured student outcomes and needs identified in your Data Analysis) (SMART Goal)

Baseline Data:

Objective 1: (Should be based on achievement of proficiency or advanced levels of CSAP) (Schoolwide may add objective related to AYP.)

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy

Benchmarks²:

² **(BENCHMARKS)** are checkpoints that measure progress toward the stated objective. They help ensure that you are making interim progress toward meeting your annual objective. Benchmarks need to be measurable directly related to the objective, specific and clear, achievable and time specific.)

Teaching and Learning Goal 1

Goal: (Should be based on measured student outcomes and needs identified in your Data Analysis)(SMART Goal)

Baseline Data:

Objective 2: (Should be based on achievement of proficiency or advanced levels of CSAP) (Schoolwide may add objective related to AYP.)

Strategy 1 to Support Objective 2:(This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
------------------------------------	---	---	--	--

Strategy 2 to Support Objective 2: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
------------------------------------	---	---	--	--

Benchmarks:

Teaching and Learning Goal 2

Goal: (Should be based on measured student outcomes and needs identified in your Data Analysis) (SMART Goal)

Baseline Data:

Objective 1: Should be based on achievement of proficiency or advanced levels of CSAP. (Schoolwide may add objective related to AYP.)

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

Benchmarks:

Teaching and Learning Goal 2

Goal: (Should be based on measured student outcomes and needs identified in your Data Analysis)(SMART Goal)

Baseline Data:

Objective 2: Should be based on achievement of proficiency or advanced levels of CSAP. (Schoolwide may add an additional objective related to AYP.)

Strategy 1 to Support Objective 2: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
------------------------------------	---	---	--	--

Strategy 2 to Support Objective 2: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
------------------------------------	---	---	--	--

Benchmarks:

Parent and Community Engagement Goal: (Include strategies to increase parental involvement, such as family literacy services. Include parents in developing the schoolwide/school improvement plan and in establishing family involvement activities. Ensure that parents participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state academic achievement standards):

Objective 1:

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

Benchmarks:

Attendance and Enrollment Goal (if needed)

Goal: (Should be based on needs identified in your Data Analysis. Include strategies to increase parent involvement at your school.) (Smart Goal)

Objective 1:

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

Benchmarks:

School Safety, Climate and Culture Goal (if needed)

Goal: (Should be based on needs identified in your Performance Analysis. Include any strategies that increase the safety of students such as anti-bullying strategies)(Smart Goal)

Objective 1:

Strategy 1 to Support Objective 1: (This may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
------------------------------------	---	---	--	--

Strategy 2 to Support Objective 1: (These may be instructional strategies, parental engagement strategies, community building strategies, and so on.)

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
------------------------------------	---	---	--	--

Benchmarks:

SCHOOL IMPROVEMENT PLAN EVALUATION/STATUS REPORT

Midyear:

Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Teaching and Learning Goal 1:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Midyear:

Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Teaching and Learning Goal 2:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Midyear:

Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Parent and Community Engagement Goal:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Midyear:

Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Attendance and Enrollment Goal: (if needed)

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Status of Objective 2 (optional)

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Midyear:

Year-end:

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

School Climate and Culture Goal: (if needed)

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

Status of Objective 2 (optional)

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Benchmarks)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1 		
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2 		

PROFESSIONAL DEVELOPMENT PLAN

Developing the Professional Plan for the Year

When planning a comprehensive professional development program for your school, here are some important things to keep in mind.

Effective professional development is...

- **Directly focused on helping to achieve student learning goals and supporting student learning needs.**
- **A collaborative endeavor - teachers and administrators work together in planning and implementation.**
- **School-based and job-embedded.**
- **A long-term commitment.**
- **Differentiated.**
- **Tied to the district goals.**

Focus for Professional Study

Why?—Comes directly from goals for student learning and achievement

Content of Professional Study

What do you want teachers to understand with depth in order to enhance student learning and achievement?

Learning Community Goals

How will you build a community in which members learn together and deepen their understanding of the above content?

Planting the Seeds for Professional Studies

Launching the Study

- **How**, in the opening keynote, will I inspire energy, commitment, and build community around the school goals? Will I...
 - Share a piece of literature
 - Build a common vision (*I dream of a school where...*)
 - Share my own goals as the principal teacher in the building
 - Tell a teaching/learning story
 - Develop an apt metaphor

- **How** will I structure the days prior to school opening? How will I use different configurations to develop the focus?
 - Meeting in grade teams
 - Meeting by departments
 - Whole staff
 - Study groups
 - Individual conferences

- **What** rituals and routines will I put into place that will support the learning community?
 - Rotating roles as facilitator/recorder/knowledge purveyor
 - Using student work to inform instruction
 - Taking notes on classrooms and professional study
 - Keeping a professional journal

- **Who** can help facilitate in my school?
 - Know expertise in school (teacher-leaders, facilitators, members of other cohort schools)
 - Defuse the naysayer

- **How** will you know the professional development sessions were worthwhile?
 - Written artifacts (e.g., curriculum calendar, District Pacing and Planning Guides, study group notes, reflections)
 - Observational evidence
 - Quality of talk at meeting
 - Teacher initiated follow-up plan
 - Teacher leaders emerge

- **What** role will I play (apart from the keynote)?
 - Facilitate whole/small groups
 - Sit in on discussions and feedback
 - Hold individual conferences

- **What** network resources will be helpful?
 - Content-focused workshops
 - Network staff developers
 - Facilitators in school
 - Suggested professional literature (books, articles, etc.)

- **What** resources can I offer my colleagues in my network?
 - Which principals/facilitators/teachers can lead workshops for others?
 - What's working in my school?
 - Best Practices sharing

How will I balance professional study time with administrative operational responsibilities?

- When will you provide time for teachers to engage in individual professional planning time?
- When will you share mandated information such as child abuse/suicide prevention, fire/safety rules?
- When will you address the school's administrative needs such as registration, attendance procedures, etc.?
- What systems do you have in place for setting up supplies, emergency cards, and more?
- What is the plan for the first day of school?

How will I sustain the study? (Sowing the seeds)

- Faculty Meetings
- 90 Minutes per week of Professional Study
- Facilitation
- Department/Grade Level Meetings
- Study Groups
- Book Groups
- Inter-visitation within the school and at other sites

PROFESSIONAL DEVELOPMENT PLAN

Goal	Activity	Responsibility	Schedule	Resources	Expected Outcome	Reflection on Outcome for Planning Next Steps

ADDENDUM
SCHOOLWIDE REQUIREMENTS

ADDENDUM A

SCHOOLWIDE PLANNING DOCUMENTS

SUGGESTED TIMELINE FOR ONE-YEAR SCHOOLWIDE PLANNING PROCESS

MARCH – AUGUST	SEPT-DEC	JANUARY	JAN-APRIL	APRIL-MAY
<p>ESTABLISH LEADERSHIP TEAM</p> <p>DISCUSS PLANNING PROCESS WITH STAFF/PARENTS/COMMUNITY</p> <p>ESTABLISH CORE VALUES AND BELIEFS WITH STAFF/PARENTS/COMMUNITY</p> <p>ESTABLISH MISSION STATEMENT (ACADEMIC VALUE PROPOSITION)</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p> <p>Technical Assistance from LEA</p>	<p>Comprehensive Internal Analysis:</p> <p>DATA COLLECTION</p> <ul style="list-style-type: none"> • School Profile • Student Characteristics • Instructional Characteristics • Community Characteristics • Data on Non-Academic Issues that Foster or Impede Achievement <p>DATA ANALYSIS</p> <p>Technical Assistance from LEA</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p>	<p>ESTABLISH MEASURABLE GOALS AND OBJECTIVES</p> <p>IDENTIFY STRUCTURAL AND PROGRAMMATIC REFORMS</p> <p>Technical Assistance from LEA</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p>	<p>DEVELOP ACTION PLAN</p> <ul style="list-style-type: none"> • Action Strategies • Schoolwide Organization • Timeline for Implementation Assessment, Evaluation • Who’s Responsible • Resources Needed • Benchmarks • Program Evaluation <p>DEVELOP PARENT INVOLVEMENT POLICY/PARENT COMPACT</p> <p>DEVELOP PROFESSIONAL DEVELOPMENT PLAN</p> <p>DEVELOP HIGHLY QUALIFIED TEACHER PLAN</p> <p>DEVELOP PLAN FOR COORDINATION OF PROGRAMS, TRANSITIONS</p> <p>DEVELOP SCHOOLWIDE BUDGET</p> <p><i>REPORT PROGRESS TO STAFF/PARENTS/COMMUNITY</i></p> <p>TA from LEA</p>	<p>WRITE THE PLAN Pull it all together</p> <p>SHARE PLAN WITH STAFF/PARENTS/COMMUNITY</p> <p>SUBMIT PLAN FOR DISTRICT APPROVAL</p> <p>Technical Assistance from LEA</p>

SCHOOLWIDE PLANNING PROCESS

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

		Participants at Meetings Check all that apply		
Meeting Dates	Agenda Topics/Planning Steps	Planning Team	All Staff	Parents

TITLE I SCHOOLWIDE ASSURANCE FORM

Colorado Department of Education Title I Schoolwide Programs

New Revised

District Name and Dist. #		School:	
County:		School #:	
Mailing Address:		City and Zip:	
School Principal:		Phone:	
Email:		Fax	
1 st Year Schoolwide		School Year Plan	
District Authorized:		Phone:	
Email:		Fax:	
District Title I Coordinator:		Phone:	
Email:		Fax	

Assurances

The school district assures that the development and adoption of this plan complies with all statutory components of the Title I Schoolwide Program and is based on needs and strengths identified through a comprehensive analysis of current academic and non-academic data. Compliance to general and specific program assurances is the legal responsibility of the local district under the authorization of the local board of education and the direction of the superintendent.

Comprehensive Needs Assessment

- We have conducted a data-driven needs assessment involving input from teachers, principals, program administrators, parents, and community which has identified specific areas of academic need for all students resulting in a plan that reflects challenging goals, identified areas of instructional strengths and weaknesses, a strong understanding of instructional approaches, and evaluation procedures that measure progress toward our goals.

Reform Strategies

- We have provided for the implementation of scientific researched based reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels and a timeline for this implementation. These strategies include strengthening core academic programs, increasing amount and quality of learning time, enriched and accelerated curriculum, and how to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards. We have included activities to ensure that students who experience difficulty mastering any of the standards during the course of the school year will be provided with effective, timely additional assistance.

Highly Qualified Teachers

- We provide instruction by highly qualified teachers.
- Strategies are in place to attract high-quality teachers.

Professional Development

- We provide high-quality, ongoing professional development for teachers, principals, paraprofessionals, and others as appropriate.

Parental Involvement/Parent Compact

- We have strategies in place to increase parental involvement in student achievement. The components of the parent compact are reviewed often to assure that all parties are fulfilling their role and responsibilities.

Transition

- Transition plans are implemented and evaluated by involved parties (school personnel, parents, students) to determine elementary to middle school; middle school to high school; high school to college awareness and preparation and/or integration of vocational and technical education programs.

Teacher Involvement in Use of Academic Assessments

- Teachers are included in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the over all instructional program.

Timely and Effective Assistance

- We provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.

Learning Environment

- We provide a safe, orderly learning environment that follows the district safe school plan.

Coordination and Integration of Federal, State, and Local services and programs.

- The schools and community, through coordination and integration of Federal, State and Local services and programs work together as partners in supporting high academic achievement for all students. Title I funds are used to supplement and not supplant state and local funding received by the school.

Annual Evaluation

We will conduct an annual evaluation of the schoolwide plan involving staff, parents, and community.

School Principal Signature ×	Date Signed	School Board President Signature ×	Date Signed
School Authorization Representative Signature ×	Date Signed		

SCHOOLWIDE PLAN CHECKLIST

This checklist is for any eligible Title I school submitting a schoolwide plan and for all existing schoolwide schools amending current plan for compliance with the No Child Left Behind Act of 2001. The checklist indicates the required elements for all schoolwide plans as described in the No Child Left Behind Act of 2001, Title I, Part A, Section 1114.

General Considerations

- Poverty rate is indicated (40% or greater poverty rate)
- If poverty rate is below 40%, the waiver request and CDE's response is attached
- The plan indicates that requirements related to health, safety, civil rights, student and parents participation and involvement are upheld
- The plan demonstrates that Federal funds used to support programs supplement non-Federal funds
- The plan indicates how the intent and purpose of various Federal programs are met, if funds from various Federal programs are used to support the schoolwide program

Required Components in a Schoolwide Plan

➤ Comprehensive Needs Assessment

- The plan specifically addresses the needs of migratory children
- The plan illustrates a trend analysis of CSAP data
- There is trend analysis of other assessments; body of evidence

➤ Reform Strategies

- The reform strategies address the needs of all students to meet the state's proficient and advanced achievement levels
- There is indication the methods and instructional strategies to be implemented are scientifically research based
- There is demonstration of how methods and instructional strategies strengthen the core academic programs
- The plan demonstrates how the methods and instructional strategies increase the amount and quality of learning
- The plan demonstrates how the methods and instructional strategies provide an enriched and accelerated curriculum
- There is explanation of how the reform strategies meet the needs of historically underserved populations
- The plan demonstrates how the reform strategies address the needs of all students
- The plan describes how attention is given to low-achieving students who are at risk of not meeting the state academic achievement standards
- The plan includes strategies to support the needs of all students, especially low-achieving students, include counseling, pupil services, mentoring (if appropriate)
- The plan includes strategies to support the needs of all students at the secondary level, especially low-achieving students; include college and career awareness, personal finance education, integration of vocation and technical education programs (if appropriate)

- A method to determine that all students' needs have been met is described, including on-going evaluation for effectiveness and a method to make adjustments

➤ **Teacher Qualification**

- A description of the qualification of all teachers is included
- A description of the qualification of all classroom/instructional paraprofessionals is included
- A description of how current classroom/instructional paraprofessionals who do not meet the NCLB qualification requirements will meet the requirements by January 2006.
- Strategies to attract and maintain high-quality highly qualified teachers are described

➤ **Professional Development**

- On-going professional development that is based on needs assessment and student needs is described
- On-going professional development is described for classroom teachers, principal, pupils, services personnel, other staff, and parents

➤ **Parent Involvement**

- There is a description of how parents were involved with the joint development of a district written parent involvement policy
- There is description of how programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, etc. are integrated into the schoolwide plan for parent involvement
- A description of the annual evaluation of the parent involvement policy in improving the academic quality of the school, identifying barriers to greater participation, etc. is included
- There is a description of how the school's parent involvement policy is amended

- There is a description of an annual meeting for parents, which may include flexible meeting times to accommodate parents, providing transportation needs, child care, and home visits (as appropriate)
- There is indication that parents are involved in the planning, review and improvement of programs, such as the schoolwide plan
- If the schoolwide plan is not satisfactory to parents, parent comments are included in the schoolwide plan when submitted to the district
- There is evidence of a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement
- The plan addresses effective school-parent communication (such as conferences, frequent reports, reasonable access to staff, opportunities to volunteer in the child's class and observation of classroom activities)
- There is indication of how parents are involved with the development of training for teachers

➤ **Transition plans**

- There is a plan for transition from preschool to the elementary level

➤ **Data Analysis**

- There is a description of how teachers are involved with the analysis of academic assessment (especially CSAP) to improve the achievement of individual students and impact the overall classroom instruction

➤ **Timely Intervention**

- There is a description of how timely assistance will be given to students who have difficulty mastering proficient and advanced levels
- There is a description of how these students will be early identified and the potential interventions

➤ **Other Federal, State, and local services coordination**

- There is a description of how other NCLB Title Programs (Title I, Parts B, C, F, Title II, Title IV, Parts A & B, Title V) are integrated and coordinated with the schoolwide plan – if applicable
- There is evidence other programs (such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, etc.) are integrated into the schoolwide plan

Plan Development

- The plan indicates the support of the district and that the plan was developed/amended in consultation with the district and other technical support
- There is an implementation timeline for the schoolwide plan
- A list of the various Federal, State and local programs that are consolidated are in the schoolwide plan
- There is a description of how academic achievement results for each student will be provided to parents in an understandable language
- There is indication the plan was developed with the involvement of parents, other community members and school staff, including teachers, principal, program administrators (such as Even Start, Homeless Education, Early Reading First, etc.), pupil services personnel, and students (if appropriate)
- There is a description of evaluating the effectiveness of the plan: how the plan will be reviewed and revised during implementation
- There is a description of how the plan will be available to the district, parents and the general public in an understandable, uniform format – and in a language parents can understand
- There is a description of how the plan was developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998 and the Head Start Act

ADDENDUM B

SCHOOL AND PARENT INVOLVEMENT POLICY (INCLUDING COMPACT)

SAMPLE TEMPLATE OF SCHOOL AND PARENT INVOLVEMENT POLICY (INCLUDING COMPACT)

School-Parent Agreement (Policy)/Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent policy that is jointly developed with parents for all children participating in Title I, Part A activities, services, and programs. The compact, also jointly developed with parents, is part of the school's written parental involvement agreement (policy) developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

SCHOOL PARENTAL INVOLVEMENT AGREEMENT (POLICY)

The _____ (name of school) _____ will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the _____ (name of school) _____ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

SCHOOL-PARENT COMPACT

The _____ (name of school) _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

**(provisions bolded in this section are required to
be in the Title I, Part A school-parent compact)**

School Responsibilities

The _____ (name of school) _____ will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom.*
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- 1. *Do my homework every day and ask for help when I need to.*
- 2. *Read at least 30 minutes every day outside of school time.*
- 1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School Parent(s) Student

Date Date Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template is not an official Colorado Department of Education document. It is provided only as an example of how the requirements of section 1118 of NCLB can be organized.**

ADDENDUM C

COORDINATION OF PROGRAMS

Coordination of Programs

Describe on-going coordination with other community programs and agencies and how they are integrated in the Title I schoolwide plan. (For example: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, etc.)

Describe district support for the Title I schoolwide program implementation. Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.

Describe how other NCLB Title Programs (Title I, Parts B,C,F, Title II, Title III, Title IV, Parts A & B, Title V) are integrated and coordinated with the Title I schoolwide plan, if applicable.

ADDENDUM D

TITLE I SCHOOLWIDE BUDGET

Fiscal Resources

Reauthorization permits schoolwide programs to incorporate funds from state, local, and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population for each of these programs.

To create a well-designed schoolwide plan it is imperative to know which funds are available to the school.

Schoolwide Programs are required to describe:

- How Title I funds and funds from other sources will be used to implement the schoolwide plan;
- How Title I funding will supplement state and local funding.

Funding Sources

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Funding Source	Amount	Describe how funds will support Schoolwide Program goals
General Education:		
Title IA		
Title IC		
Title IIA		
Title IID		
Title III		
Title IV		
Title V		
Other		

Uses of Funds

Budget Narrative

- 1. Provide a brief budget narrative explaining how funds listed in the table above will be used to support the Title I schoolwide plan.**
- 2. Provide evidence that Title IC migrant and/or Title IX American Indian parents have given consent to use Title IC and/or Title IX in the Title I schoolwide program (if applicable).**
- 3. Complete the Title I Schoolwide Program Budget Summary on the following page.**

Reminder: Districts continue to be required to demonstrate (NCLB 1120A Fiscal Requirements)

- **Maintenance of Effort** with state and local funds in schoolwide programs
- **Supplement not supplant**
- **Comparable services**

Schoolwide Budget Summary for the _____ School Year

Budget Areas	Title IA Funds	Other Federal Programs (Title IC, IIA, IID, III, IV, V, X.)	General Funds	Local Funds (Building Allocation, District)	Private, Business Funds	Other (Identify)
Licensed Salaries						
Classified Salaries						
Purchased or Contracted Services						
Supplies/Materials						
Equipment/Capital Outlay						
Assessment & Evaluation (School Level)						
Technology						
Professional Development						
Parent Involvement						
Travel						
Food Services						
Other (Identify)						
TOTALS						

ADDENDUM E
Transition Plan

TRANSITION PLANS

Transition for Early Childhood Programs Plan: Describe school plan for assisting preschool children in the transition from ECE programs (if applicable) such as Head Start, Early Reading First, or a state and local preschool program.

SAMPLE:

Strategy 1 Kindergarten transition parent meetings.				
Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy	Assessment to Measure Strategy
ECE Teacher School Principal	Purchase materials by February/March. Distribute at parent meeting in April/May.	Title I ECE materials & supplies dollars – estimated maximum cost \$10 per child. Early Education transition parent documents – no cost, internal document in use.	Agenda item for ECE professional development sessions in October with reminders at February sessions.	Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder to both teachers and principals. Ask for date, number in attendance, feedback.
Strategy 2 Kindergarten classroom visitations.				
Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy	Assessment to Measure Strategy
ECE teachers Kindergarten teachers School principals	Final month of school or March parent meetings.	Early Education transition parent documents – no cost, internal document in use. Title I ECE materials & supplies dollars if books or summer parent/child materials are needed	Agenda item for ECE professional development sessions in October with reminders at February sessions.	Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder – will be sent to ECE and Kindergarten teachers and principals.

Describe your transition plan for elementary students moving to middle school; middle school students moving to high school, if applicable.

Strategy 1				
Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy	Assessment to Measure Strategy
Strategy 2				
Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy	Assessment to Measure Strategy

ADDENDUM F

HIGHLY QUALIFIED TEACHER PLAN

HIGHLY QUALIFIED TEACHER PLAN

Describe your school's strategies to attract and retain highly qualified teachers, including new teachers. Include plan for providing high quality and ongoing professional development. Note: See attached Professional Development Plan.

SAMPLE:

Strategy 1 Hire teachers that are highly qualified for the positions for which they apply.

Action Steps to support strategy	Timeline	Resources and Budget	Professional Development in Support of the Strategy	Assessment to Measure Strategy
The Human Resources department screens all applicants for positions and only allows interviews for those who are qualified.	(Projected timeframe for the implementation and completion of strategy.) This process follows the staffing timeline both for in-district and out of district applications.	(Materials, grants, funds and other resources targeted to support the strategy.) General fund—HR department	HR generalists and the recruiters are trained to understand the NCLB HQT requirements. Principals receive training on position and schedule control,	% HQ teachers in a building.

Strategy 2 Use professional development to retain highly qualified teachers (both new and veteran)

Action Steps to support strategy	Timeline	Resources and Budget	Professional Development in Support of the Strategy	Assessment to Measure Strategy
Assign mentors to newly hired teachers Develop, with the professional development committee required by the DCTA Agreement, a professional development plan that meets the individual needs of the school staff.	(Projected timeframe for the implementation and completion of strategy.) A minimum of 20 hours contact throughout the school year Fall of each school year	(Materials, grants, funds and other resources targeted to support the strategy.) General fund \$ for training, Federal \$ for stipends Multiple sources	Mentors receive training in the support of the new teachers. New teachers attend a series of professional development activities as a part of their induction program. This is PD	% of new teachers who stay in a building. Teacher retention rates as measured by the Balanced Scorecard.

