The Elementary and Secondary Education Act as Reauthorized in 2001

FY 2011 - 2012
Title I Schoolwide Programs
Planning & Implementation Workbook

Instructions for Idaho Local Education Agencies

Idaho State Department of Education

Fall 2011

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Overview of Schoolwide Programs[1]

A Schoolwide Program is based upon a comprehensive reform strategy and is designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school –

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

> **A Schoolwide Program is a reform strategy designed to upgrade the entire educational program in a school.**

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

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

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

1. A Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction, and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. A Supportive Learning Environment
9. High Levels of Family and Community Involvement

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and

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[1] Sections of this document have been adapted or taken in whole from the U.S. Department of Education's Non-Regulatory Guidance titled *Designing Schoolwide Programs* (March, 2006).

by providing them with a comprehensive process for doing so. Developing and implementing a high-quality Schoolwide Program is a systemic, effective strategy for increasing the academic achievement of all students. A description of the Nine Characteristics of Effective Schools can be found in **Appendix I.**

The schoolwide authority for Schoolwide Programs *[34 CFR 200.25-29]* also reflects the following fundamental principles of Title I, as amended by the Elementary and Secondary Education Act of 2001 (ESEA):

- Accountability for results. In a Schoolwide Program, accountability for results is shared throughout the school. Through such a collective response to accountability, school staff equally share the responsibility involved in ensuring that (a) all students are expected to meet the State's challenging academic content standards and (b) students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Through the deprivatization of practice, teachers use information about student and group performance and share ways that instruction can be improved to meet a wide range of student needs. To both support students' needs and promote transparency of practice, the school keeps parents informed of the achievement of individual students and of the progress of the school in meeting its goals.

- Research-based practices. Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. From instructional design and delivery, to leadership, collaboration, or professional development, activities throughout the school are based on practices proven to be successful in helping improve the quality of each layer in the school system.

- School and community engagement. Staff in Schoolwide Programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students and improve the school by "rallying the entire village"[2] to support the needs of students.

Differences between Schoolwide and Targeted Assistance Programs

One might logically ask: *Why is there even a choice between the Targeted Assistance model and the Schoolwide model for Title I Programs?* Put simply, the answer to this question lies in the purpose of the two models.

In general, the purpose of Title I is the reason for the very choice between the two models. In the end, it comes down to a decision about the best way to serve students' needs. The preamble of the ESEA[3], under which Title I is authorized, states the following:

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[2] Comer, J. (1996). *Rallying the whole village: The Comer process for reforming education*. New York: Teachers College Press.
[3] The Elementary and Secondary Education Act of 1965 as reauthorized (i.e., the No Child Left Behind Act of 2001).

"The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments."

"This purpose can be accomplished by—

1. *ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;*
2. *meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;*
3. *closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;*
4. *holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;*
5. *distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;*
6. *improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;*
7. *providing greater decision-making authority and flexibility to schools and teachers **in exchange** for greater responsibility for student performance;*
8. *providing children an enriched and accelerated educational program, including the use of Schoolwide Programs or additional services that increase the amount and quality of instructional time;*
9. *promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;*
10. *significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;*
11. *coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and*
12. *affording parents substantial and meaningful opportunities to participate in the education of their children."*

Similarities between Schoolwide and Targeted Assistance Programs

There are a number of overarching similarities between the two models. First, the state funding allocation formula is the same. Title I funding to a district is allocated through a formula based on U.S. Census data relating to families that are classified as low-income. Once a district receives its allocation from the state, it determines which schools are eligible for Title I funding; any school with 35% or greater of its student population coming from families with low-income is eligible for Title I funding. Once school-level eligibility is determined, the district must rank order all eligible schools according to the percent of economically disadvantaged children within school boundaries. This rank order is used in turn by the district to determine which eligible schools will actually be served by Title I funds. Not all

eligible schools end up being served by federal funds due to the process of ranking and serving those with the highest needs first. Therefore, both Targeted Assistance and Schoolwide Programs receive funding through the same process. A second similarity is that, while eligibility for school funding *IS* based on the percentage of students from economically disadvantaged families, the selection of students within a school for Title I services *IS NOT* based on a student's economic status. In other words, once a school is Title I funded, students are eligible for Title I services based on what their academic achievement data show to be academic needs. Therefore, a Targeted Assistance Program serves a targeted set of students based on academically ranked priorities while a Schoolwide Program serves all students based on each child's academic need. In other words, economic status should never enter the equation in terms of which students are served under either program.

Targeted Assistance Programs

The critical difference between Targeted Assistance and Schoolwide Programs is in the process of how students are identified for services.

Targeted Assistance is the default status of any school that is funded through Title I. The reason for this is because the purpose of Title I is to help the needs of academically disadvantaged children. In a Targeted Assistance Program, assistance is provided to only a few students – those who are in need academically. Targeted Assistance is available to schools that have no less than 35% of their students from families with low-income.

The critical difference between Targeted Assistance and Schoolwide Programs is in the process of how students are identified for services. All students who are academically at-risk or who are failing are eligible for services, but services are limited to those who are the most in need. Services are given based on triangulated academic data points; students are *ranked* by need and the highest needs are "*targeted*" for intervention services. The only exception to this ranking process is when students automatically qualify because of other risk factors. Due to what is known about the risk factors of certain student groups, students who are Migrant, who came from Head Start or state institutions (e.g., Neglected or Delinquent), and/or who are classified as homeless are automatically eligible for Targeted Assistance services regardless of available ranking data.

Schoolwide Programs

Schoolwide Programs provide flexibility in:
- **How & which monies can be spent**
- **How services can be delivered**
- **Who can deliver services**

The Schoolwide Program model is only available to schools that have 40% or greater of their students from families with low-income. The Schoolwide model is designed to give greater flexibility in school structures, service delivery models, and school finances. The reason for the flexibility is related to the purpose of Title I – increasing achievement overall, but especially for the academically disadvantaged. In schools in which 40% or more of the students are economically disadvantaged, the incidence of students who are at-risk for failure is significantly large. Thus, the Schoolwide Program model is designed for an entire school (i.e., "schoolwide"), or systemic, approach to supporting students needs. As the law states: "A local educational agency may consolidate and use funds under this part, together with other Federal, State,

and local funds, *in order to upgrade the <u>entire educational</u>* program." The Schoolwide Program model makes sense for schools with **<u>high percentages</u>** of students in need because it provides flexibility in:

- How & which monies can be spent
- How services can be delivered
- Who can deliver services

Targeted Assistance Programs	Schoolwide Programs
<u>Students:</u> • Ranked by multiple educational objective criteria • <u>Only</u> the highest academically in need students are served by Title I funds • <u>Only</u> highest academically in need students are identified as Title I students • School-Parent Compacts are required for participating students	<u>Students:</u> • Not Ranked • <u>All</u> students are served by Title I funds through a comprehensive program • <u>All</u> students in the school are identified as Title I students • School-Parent Compacts are required for all students • Information required to share with parents (per federal compliance) can be found in Appendix N.
<u>Teachers and Paraprofessionals:</u> • <u>Only</u> Title I funded staff members deliver Title I supplemental services • <u>All</u> Title I teachers and instructional paraprofessionals paid out of Title I must be Highly Qualified; core academic teachers who are not Title I must have a plan on file for becoming Highly Qualified • Title I instructional paraprofessionals must meet instructional qualifications	<u>Teachers and Paraprofessionals:</u> • There is no such thing as "the Title I teacher" or staff. Rather <u>all</u> teachers and instructional paraprofessionals are considered Title I. • All teachers <u>and</u> paraprofessionals contribute services that are part of a comprehensive, upgraded educational system • All teachers <u>and</u> all instructional paraprofessionals must be Highly Qualified
<u>Funds:</u> • Title I funds are separate, supplemental funds • Funds must be tracked separately • Only Title I ranked students may benefit from services provided by Title I funds • Title I funded staff must report time specific to Title I activities (i.e., positive time reporting)	<u>Funds:</u> • Title I-A funds may be consolidated with all or part of other ESEA funds (i.e., Title II, III, etc.) along with IDEA Part B, state, and local funds. • Funds are not tracked separately • All students are Title I students and benefit from consolidation • Staff are not required to maintain positive time reporting procedures
<u>Services:</u> • Services are supplemental for all Title areas and must be provided in addition to other services that are provided to all students • Only qualifying students receive services	<u>Services:</u> • Services are integrated into a 3-Tier model that is supported by the RTI model • All students receive services within a comprehensive system • There is no distinction between Title services and general education services

As mentioned above, a critical difference in the structure of Targeted Assistance and Schoolwide Programs is in how students are identified for and provided with services. Because of the nature of a

Schoolwide Program, **all** students in the school are technically receiving Title I services which is why all teachers and instructional paraprofessionals must meet Highly Qualified status (as opposed to all teachers and only Title I paraprofessionals in a Targeted Assistance Program).   Because of this significant difference in a Schoolwide Program, a Schoolwide Program **SHOULD NOT** rank order individual students. Ranking *shouldn't* be used because the rank order will prevent some students who need services from getting the appropriate services. Rank ordering is for low-incidences of need (hence a "targeted" model) rather than high incidences of need such as those found in schools with high poverty rates. Schoolwide Programs must be able to demonstrate that they are meeting the needs of **ALL** learners, especially those who are low-achieving or at-risk.

A Schoolwide Program is provided with greater flexibility, but this comes with an expectation of greater results. For example, the funds from other federal, state, and local programs can be consolidated. Also, supplemental services such as those in a Targeted Assistance Program are no longer required because the Schoolwide Program enhances and upgrades the "entire educational program" in the school. However, with this flexibility in funding and structure, the law still requires Schoolwide Programs to ensure they are addressing the needs of **all** low-achieving and at-risk students, not simply those at the bottom of a list. Every student's needs must be met. An appropriate description of this would be what the Kennewick School District calls for as "annual growth for all, catch up growth for those who are behind[4]." Therefore, while certain statutory obligations of other programs are lifted, Schoolwide Programs must comprehensively meet the needs of all learners. This includes ensuring that, in addition to academic needs, the unique needs of students who are migrant, neglected or delinquent, homeless, or who are English language learners are also sufficiently addressed.

With all of this in mind, the effectiveness of the overall program becomes highly important. This is why Schoolwide Programs are required to annually monitor and evaluate the effectiveness of their plans in meeting the goals that have been set locally. Whereas in a Targeted Assistance Program, when a district is monitored, the State looks at how the school uses data to make the rank ordered list, in a Schoolwide Program, the State monitors to see how the school is using data to evaluate the effectiveness of its program and work towards continuous improvement and refinement.

Schoolwide Programs must be able to demonstrate that assessment and data utilization practices are appropriately suited to the structure and intent of services that are being provided for all children. Therefore, the Schoolwide Program can and should be integrated with other efforts such as the 3-Tiered Model and Response to Intervention (RTI).   The 3-Tiered Model ensures that the needs of all learners are met within a schoolwide, tiered structure of support services. In Tier I, all students are provided with core grade-level content to ensure they stay on track. In Tier II, extra support is given to ensure students who are behind catch up and stay up to grade level. In Tier III, intensive extra support is given for those who are significantly behind in order that they might catch up to grade level over the course of time. Similarly, the RTI model provides a framework by

> **Schoolwide Programs are more effectively integrated into other efforts such as a 3-Tiered Model and the RTI process.**

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[4] Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press.

which to ensure that a 3-Tiered Model is actually working. Ongoing data analysis is used to identify, intervene, and monitor the progress of all students so that those who struggle can be given immediate and preventative assistance. By incorporating a Schoolwide Program into a school's operations, all of the finances and structures can be more efficiently configured to enhance the RTI process and the 3 Tiers of instructional delivery.   More information about Idaho's RTI process can be found in the RTI Guidance Manual at http://www.sde.idaho.gov/site/rti/.

The Core Elements and Planning Components of Schoolwide Programs

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

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

In general, Schoolwide Programs –

- Plan for comprehensive, long-term improvement;
- Serve all students with highly qualified teachers and paraprofessionals;
- Provide continuous learning for staff, parents, and the community;
- Use research-based practices to develop and implement enriched instruction for all students;
- Use research-based and inclusive approaches to strengthen the school's organizational structure;
- Consolidate funding sources to achieve program goals ; and
- Engage in continuous self-assessment and improvement.

There are three overarching elements *[34 CFR 200.26]* and ten planning components *[ESEA, Section 1114(b)(1)(A-J)]* required of a Schoolwide Program, each of which is discussed in more detail later in this document.

1. A school operating a Schoolwide Program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement. This is the first of ten program planning components that must be addressed. It forms the basis for the areas of priority in the planning process.

2. The school must then develop a comprehensive schoolwide plan that describes action items for the nine remaining program components. These action items describe how the school will achieve the goals it has identified as a result of its needs assessment. The schoolwide plan must –

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

Additionally, the school plan must document that it has met the intent and purposes of each program for which funds have been consolidated *[34 CFR 200.29]* if it chooses to consolidate funds from Title I, Part A, and other Federal education program funds and resources without maintaining separate fiscal accounting records by program, or meeting most statutory requirements of those programs [Section 1114(b)(1) of Title I of ESEA]. Please refer to Volume 69, No. 127, of the Federal Register dated July 2, 2004, for more information on the programs that can be consolidated in a Schoolwide Program and examples of how to meet the intent and purposes of such programs. A copy of this document may be found at http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html.

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

How to Become a Schoolwide Title I Program

Idaho has moved to a new Schoolwide Title I Program approval process as of FY 2009-2010. When the ESEA was reauthorized, the intent of the law was in part to promote greater accountability while at the same time providing greater flexibility for educational systems. One such area of flexibility comes in relation to the Schoolwide Program. In order to increase local flexibility, the ESEA allows a lower eligibility threshold than ever before for Schoolwide Programs. Currently, a school must have no less than 40% of its student population from low-income families. The reason that the reauthorization lowered the threshold so much lower than previous authorizations of the ESEA was to not only allow

but to encourage more schools to utilize this school improvement model for the sake of students who are academically disadvantaged.

In the years since the ESEA was enacted, the Idaho Department of Education has assisted districts with schools in the transition to becoming a Schoolwide Program. There are two important stages in the transition: (a) planning for approval and (b) implementation. While the State provides technical assistance and final approval, districts are ultimately responsible for ensuring that their schools meet the intent of the law throughout the course of both these stages.

The State recognizes that the planning stage is labor intensive and time consuming in terms of compliance to the law. Therefore, in order to promote program coherence with other school improvement efforts and to reduce the burden on schools and districts, Idaho has integrated Schoolwide Program planning into the WISE Tool, the same research-based planning tool that is being utilized with schools that are in Needs Improvement status for Adequate Yearly Progress (AYP). Thus, any schools that are required to submit School Improvement plans and which are also progressing through the Schoolwide Program planning process will be able to utilize any overlapping work to meet the requirements for both Title I planning processes[5]. Similarly, any school that is currently working solely on one or the other will have the foundation laid for the future, should the need arise.

Furthermore, by integrating the Schoolwide Program planning process with the WISE Tool, schools and districts will have a significantly more meaningful process that will assist with their planning. The WISE Tool indicators are based on years of research that has identified a number of identifiable traits among schools that are successful at meeting the needs of all learners. The State has chosen this tool in order that the transition process would be truly useful for the school and so that the future monitoring and evaluation that is required can be connected directly back to the work that has already been done. The WISE Tool is a continuous planning tool and therefore is highly suited to these purposes.

Schoolwide Program Approval

Unlike a School Improvement Plan that is due by a certain deadline, a Schoolwide Program Plan may be submitted for approval at any time during the year once the school and district have sufficiently completed the process. The only caveat is that the law requires that the comprehensive plan shall be developed over a one-year period, unless the district, after considering the recommendation of state approved technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program.

> **Schoolwide Title I Program plans must be reviewed, scored, and approved by the LEA prior to submission to the State for final approval.**

Districts are responsible for ensuring the quality of Schoolwide Program Plans submitted to the state for review. Whereas the State will provide final plan approval for a school to operate a Schoolwide Program, the district must review, score and provide meaningful feedback, and

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[5] If your school is required to complete a School Improvement plan, please refer to the companion document titled *FY 2011– 2012 Idaho's Improvement Planning & Implementation Workbook* to ensure that all unique requirements for your School Improvement Plan are met.

ultimately approve a school's Schoolwide Program Plan prior to allowing the school to submit it to the State.

In addition to the actual plan documented in the WISE Tool, three (3) other important documents must be submitted to the State when requesting approval for a school to begin implementation of a Schoolwide Program.

1. The district must sign and submit the Schoolwide Title I Program Plan Assurance Pages.
2. The district must submit a copy of the Schoolwide Program Review Scoring Rubric that was completed during the local approval process.
3. The district must submit a copy of the Compliance Checklist that indicates (a) that all planning requirements have been met and (b) which indicators the school focused on to meet each planning component.

These three documents can be found in this guidance workbook and must be **received** by the Department of Education within five (5) business days of electronic submission of the plan. The Assurance Pages can be found in **Appendix A**, the Scoring Rubric may be found in **Appendix C**, and the Compliance Pages may be found in **Appendix B**. You may, fax, or email these documents to:

> Attention : Shasta Bruce
> RE: Schoolwide Title I Programs
> Division of Student Achievement & School Improvement
> sbruce@sde.idaho.gov
> Fax: 208-334-2228

Process for Schoolwide Program Approval

The following is the process for gaining approval to operate a Schoolwide Program. Each of the phases is explained in further detail below. All of the following must be completed in entirety before a school may operate as a Schoolwide Program. Until a Schoolwide Program Plan is approved by the State, the school must continue to operate as a Targeted Assistance Program.

1. School or district notifies the State of the school's intent to become a Schoolwide Program[6].
2. The School Leadership Team completes all required processes in the WISE Tool.
3. The School Leadership Team documents their efforts on the Compliance Checklist and requests that the district review the Schoolwide Program Plan.
4. Following district feedback, appropriate changes are made and the district provides its approval.
5. Upon approval by the district, (a) the school electronically submits the plan and (b) the district submits all district level documentation to the State.
6. The State will review all documentation for final approval.

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[6] Please note that, during the Schoolwide Program planning process, the school must continue to operate as a Targeted Assistance model until the State provides final approval. All statutory and regulatory requirements of Title I Targeted Assistance still apply.

Phase 1: School or district notifies the State of the school's intent to become a Schoolwide Program[7]. A school or district leader must notify the State of the school's intent to enter the Schoolwide Program planning process. This may be done simply by sending an email to Shasta Bruce at sbruce@sde.idaho.gov. The text of the email should be worded as follows:

> *To Whom It May Concern:*
> *ABC Elementary School is located in the XYZ School District. This email is to notify the State Department of Education that we intend to begin the planning process for becoming a Schoolwide Program.*
>
> *Sincerely,*
>
> *[School or District Leader's Name Here]*
> *[Person's Position in the School or District]*
> *[Phone #]*
> *[email address]*

Once this notice is provided, the State will take note and informally monitor the school's progress. The State will also send a letter via email notifying the school that the SDE has received the school's notice of intent to enter the Schoolwide Program planning process. This will also allow the state to contact any schools and districts that are in the planning stage should any updates or changes occur in the law or other requirements.

Phase 2: The School Leadership Team completes all required processes in the WISE Tool.

The School Leadership Team must collaboratively plan and document all required components of the Schoolwide Program Plan. This entails completing two things: (a) the "Schoolwide Program Supplemental Documentation" section on the WISE Tool Dashboard and (b) Steps 1-5 in the WISE Tool. Steps 1-5 in the WISE Tool are:

Step 1 – Register School

Step 2 – Provide School Information

Step 3 – Form School Team

Step 4 – Assess School Indicators

Step 5 – Create School Plan

Both of these processes should be completed while keeping in mind the Compliance Checklist found in **Appendix B**. Furthermore, in the WISE Tool, there are school 86 indicators. It is important to note that schools **do not** have to plan for all 86 School indicators. Ultimately, the Compliance Checklist spells out a minimum of 17 indicators for which a school must create plans. The State recommends that schools simply progress through the WISE Tool as it is designed and use the Compliance Checklist toward the end to ensure that everything has been covered. In other words, if a School Leadership Team follows the WISE Tool process of *assess*, *prioritize*, and then *create a plan* for the indicators that were self-

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[7] Please note that, during the Schoolwide Program planning process, the school must continue to operate as a Targeted Assistance model until the State provides final approval. All statutory and regulatory requirements of Title I Targeted Assistance still apply.

selected as being important, we believe that the team will find the process more tailor-made for its own local needs. And, while being very tailor-made, it is very likely that most, if not all, of the compliance indicators will be sufficiently met since there is some flexibility in which indicators can be utilized. An overview of the 86 WISE Tool School indicators can be found in **Appendix G**.

When district and state level reviewers evaluate the quality of the action items created for each indicator in the WISE Tool (as well as for the Schoolwide Supplemental Documentation Section, **Appendix D**), they will be looking for two things. First, they will be looking for **planning components** that meet the intent of the law for Schoolwide Programs. The Compliance Checklist organizes these planning components by indicators that should help a school to meet compliance requirements (a crosswalk of the required components and the WISE tool indicators can be found in **Appendix E**). The Schoolwide Program Review Scoring Rubric further describes the minimum desired qualities and characteristics for each planning component. A Schoolwide Program Key Points to Consider document has been aligned to this rubric to provide possible examples or ideas (**Appendix H**). A school would find it beneficial to keep these three documents in mind as plans are being created (Comprehensive Check List, Schoowide Program Review Scoring Rubric, and the Key Points to Consider). Second, reviewers will weigh the degree to which plans can actually be put into action. In other words, reviewers will look for action items that are **specific, measurable or objective, realistic, and time-bound**[8]. Thus, it is important to thoroughly describe what will be done, by whom, by when, with what frequency, and in what setting. The specificity of the action items is extremely important because it forms the basis for the school's ongoing evaluation of each action item in the plan. Action items that are vague or ambiguous are impossible to evaluate. Thus, if an action item cannot be evaluated, a school cannot determine if the action item has truly helped or hindered student progress.

NOTE: It is recommended that the school establish a partnership with district office reviewer who can serve as a support during this phase. The school would benefit from having district level technical assistance in order to better ensure that the plan is sufficient before being submitted for district review.

Phase 3: The School Leadership Team documents their efforts on the Compliance Checklist and requests that the district review the Schoolwide Program Plan.

The School Leadership Team must actually document their work on the Compliance Checklist once they are finished to ensure that all planning components have been addressed. This can simply be done by placing a checkmark next to each planning component as it is completed and by placing another checkmark next to each indicator for which a plan was made. Since the school has flexibility in choosing indicators, this will help the district and state reviewers to know which indicators to pay special attention to during the review process.

Once the Compliance Checklist is marked, it should be submitted to the appropriate person at the district office (e.g., the Federal Programs Director, or in some cases the Superintendent) with a request that the district review and provide feedback on the Schoolwide Program Plan. The district must then use the Schoolwide Program Review Scoring Rubric to evaluate the plan for quality and completeness. If there are any areas that need revision or enhancement, the district is expected to provide feedback to help facilitate the completion of the plan. It is important to note that the plan may not be

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[8] If your school or district needs assistance writing action items that are specific enough to be evaluated for effectiveness, please contact Rosie Santana, School Improvement Coordinator who works with Schoolwide Programs, at rosiesantana@boisestate.edu. We would be happy to assist you.

submitted to the State until it has met with the satisfaction of the district. A copy of the Compliance Checklist should be kept on file at the school and district office.

Phase 4: Following district feedback, appropriate changes are made and the district provides its approval.

Because the district is ultimately responsible for federal compliance in each of its Title I schools, any school that is applying to become a Schoolwide Program must satisfy district expectations. Therefore, if the district provides feedback that requires changes in the plan, the School Leadership Team is expected to address those areas and resubmit the plan to the district. After the district determines that the plan is satisfactory, the district must provide final scores on the Schoolwide Program Review Scoring Rubric. A copy of the scoring rubric should be kept on file at the school and district office.

Phase 5: Upon approval by the district, (a) the school electronically submits the plan and (b) the district submits all district level documentation to the State.

After the district provides its approval of the plan, the school must click the "Submit" buttons for both the WISE Tool itself and the "Schoolwide Program Supplemental Documentation" section which can be found on the WISE Tool Dashboard. This button will capture an archived snapshot of your in-process continuous improvement plan for Idaho's compliance review. Only click the "Submit" button after your plan is approved by the district and ready for the State review. Once "Submit" buttons are clicked, they will no longer be active.

Once the plan has been electronically submitted, the district must submit three (3) required district level documents to the State. These documents include a copy of the Compliance Checklist (**Appendix B**), a copy of the finalized Scoring Rubric (**Appendix C**), and the accompanying Assurance Page (**Appendix A**).

Phase 6: The State will review all documentation for final approval.

The State will review the archived version of the Schoolwide Program Plan. If any items need revision, the State will notify the district and school before providing final approval. After any necessary revisions are made, the State will provide final approval through a letter addressed to the district. Once final approval is provided by the State, the school may begin implementation of the plan[9]. At this point, the school is expected to continuously address **Step 6** in the WISE Tool: *Monitor School Plan*. The degree to which an approved Schoolwide Program is continuously monitored and evaluated by the school then becomes part of the ongoing documentation process for future State federal programs monitoring visits. Districts will be asked to demonstrate that such evaluation is occurring.

The WISE Tool

The WISE (Ways to Improve School Effectiveness) Tool was first utilized in Idaho for schools and districts to use in planning for school improvement. Just as with the Schoolwide Program Plan, AYP School Improvement Plans previously had to be written and submitted in the CIP Tool. The Idaho Department of Education is committed to providing assistance to schools and districts that is both beneficial in terms of meeting federal compliance and also meaningful in relation to local improvement

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[9] It is very important to note that a school must operate a Targeted Assistance Program until it is officially approved by the State to operate a Schoolwide Program.

efforts. Therefore, Idaho has changed these two planning procedures to make them more meaningful for schools.

For schools and districts in AYP Needs Improvement status, School Improvement Plans are required on a two-year cycle. Idaho has shifted the school improvement planning process into the WISE Tool. The same shift has occurred in its entirety for Schoolwide Program planning. All schools that choose to enter the Schoolwide Program planning process will utilize the WISE Tool, which will in turn support any required School Improvement Plans that are required, should the need arise.

Schools will find that the WISE Tool has support features built directly into it called Wise Ways©. The Wise Ways© documents provide schools and districts with best practice research at their finger-tips which are linked directly to the specific indicators being used for planning. A number of district and school sites in Idaho have already begun to work in the WISE Tool and are discovering all of the benefits it has to offer. A guide to assist Districts and Schools in using Idaho's online reporting system, Making Meaningful Connections in the WISE Tool, can be found on the School Improvement website.

The WISE Tool itself can be accessed at http://www.centerii.org/SchoolRestructuring/login.aspx. You can also find more information on the WISE Tool or resources for School Improvement on the State's School Improvement website located at http://www.sde.idaho.gov/site/schoolImprovement/.

If you would like to have an account set up in the WISE Tool, a district representative should contact Shasta Bruce by email at sbruce@sde.idaho.gov.

Implementation of Schoolwide Programs

Evaluation/Annual Review of Schoolwide Programs

Once a school is approved to operate as a Schoolwide Program, it does so according to the plans it has created.   However, because Schoolwide Programs are designed to be continuous improvement models, a school that operates a Schoolwide Program is expected to engage in annual reflection and evaluation of the plan's effectiveness.

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

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

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

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

Identifying the Questions to Ask

There are two types of questions that schools will want to consider. The first type of question looks at inputs by asking whether or not the program is being implemented as the planning group intended. In research terms, this is known as *implementation fidelity*. It measures progress toward reaching benchmarks and provides information that can be used to guide future decision-making and improve the program's operation in subsequent years.   Implementation fidelity can be determined by examining the measurable goals and objectives in each part of the plan and deciding to what degree each was adequately put into practice. The second type of question looks at *academic outcomes* and answers the following question: "Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?" Academic analysis should include AYP data at a minimum. However, it is strongly encouraged that schools evaluate the growth and progress among individual students and subgroups in order to determine whether or not the program is having the desired impact. Schools that operate RTI models would benefit from merging their RTI data analysis practices with the evaluation of their Schoolwide Program because the ultimate goal of each program is to determine whether or not the educational system is functioning as effectively as possible. In all cases, both sets of questions should be closely related to goals and objectives in the Schoolwide Program Plan.

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

The evaluation of *implementation fidelity* of the Schoolwide Program might reflect these questions:
- Is there evidence that common planning for instruction by K- 3 teachers produced more lessons and units that were in fact aligned with the State standards than were previously aligned?
- Was the pacing of instruction aligned across the classrooms of the K-3 teachers who planned together?
- Do participating teachers feel that common planning time has improved their teaching?

The evaluation of *academic outcomes* of the Schoolwide Program might reflect the following questions:
- Was the target percentage of students meeting State standards reached in each quarter, in all grades?
- What percentage of students, as a whole and in disaggregated groups, has achieved proficiency relative to the State's academic content and achievement standards and how does this compare to the percentage that achieved proficiency before schoolwide plan implementation?
- What does other student achievement data indicate about student progress toward meeting the State

> standards, including pre- and post-test scores, grades, quarterly reading achievement results, benchmark/progress monitoring assessment, and/or other diagnostic classroom or school-based results?

Questions that look at both the <u>implementation</u> of the Schoolwide Program and the <u>results</u> achieved provide the basis for program evaluation and improvement. A school that monitors and adjusts its program based on feedback will become increasingly effective. For more information on the process of how to conduct an evaluation or review of the program, please review to **Appendix J**.

<u>Since a school's planning will be done in the WISE Tool, the process of evaluation should result in changes within the WISE Tool itself.</u> The WISE Tool is designed for this very purpose – ongoing continuous improvement. Therefore, schools that are continuously reflecting upon and evaluating their Schoolwide Program would be expected to reflect their improvements and changes simply by continuing to use the WISE Tool as a meaningful part of their school improvement process.

Deciding Who Should Conduct the Evaluation/Annual Review

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

Districts and schools are strongly encouraged to use outside reviewers whenever possible. This use of "outside eyes" enables schools and districts to more effectively identify areas of strength and weakness. However, if resources do not permit the use of outside reviewers on an annual basis, districts and schools would benefit from using an outside reviewer every couple of years at minimum.

Accountability for Results and Continuous Improvement

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

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

- Review the strategies and action steps originally proposed in the schoolwide plan.

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

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

Technical Assistance

If at any time your school or district would like technical assistance in the planning, or implementation of a Schoolwide Program, please contact:

Rosie Santana
School Improvement Coordinator
Office: (208) 426-5399
Email: rosiesantana@boisestate.edu

For technical assistance with the documents required in the approval process, please contact:

Shasta Bruce
School Improvement Specialist
Idaho Department of Education
Office: (208) 426-2154
Email: sbruce@sde.idaho.gov

List of Appendices

Appendix A – Assurance Page

IDAHO STATE DEPARTMENT OF EDUCATION
ESEA – Title I Schoolwide Program Plan
Statement of Assurance

The Local Educational Agency (LEA) hereby declares that it has approved the applicant's comprehensive Title I Schoolwide Program Plan and is submitting it for final approval to the Idaho State Department of Education. In submitting this plan for State approval, the LEA assures that:

- The Title I Schoolwide Program Plan has been subject to a documented, meaningful, and thorough district level review process prior to providing LEA approval.

- The applicant will implement the program described in this plan and monitor its effectiveness in accordance with the intent of the law.

- The applicant will administer the program described in this plan in accordance with all applicable statutes and regulations and will comply with the applicable provisions of the Elementary and Secondary Education Act of 1965, as amended under the No Child Left Behind Act of 2001 (34 CFR 200.25-28).

- The applicant and LEA will administer state, local, and federal funds that are consolidated under this plan in accordance with all applicable statutes and regulations (34 CFR 200.29).

Legal Name and Address of Local Educational Agency:	Title I Coordinator: Name: _____ Phone: _____ Email: _____ **Superintendent:** Name: _____ Email: _____
Name and Address of School (Applicant):	**School Contact Person for this Plan:** Name: _____ Title: _____ Phone: _____ Email: _____

To the best of my knowledge and belief, all data in this plan are true and correct. The governing body of the applicant has duly authorized this plan, and the applicant will comply with the above assurances.

a. **Superintendent:**

(Printed Name)	(Signature)	Date

b. **Chair, Board of Trustees:**

(Printed Name)	(Signature)	Date

Appendix B – Schoolwide Program Plan Compliance Checklist

Schoolwide Program Plan Compliance Checklist

Important Note: The following is a list of the **minimum** requirements to be completed prior to official submission of a Title I Schoolwide Model plan in the WISE Tool. **It is our strong recommendation that this NOT be used as a list to guide your planning process, but rather a final check off sheet prior to submission.** We believe that if the WISE Tool process is followed (assess, plan, and continuously monitor the plan) and driven by your individual school needs and action plan, that you will complete the compliance requirements and go far beyond in creating and implementing a meaningful school improvement plan designed to impact student learning and achievement.

Required Planning for each Schoolwide Program Component

(A) A comprehensive needs assessment that is based on information about student achievement in relation to state content and achievement standards.

- [ ] Assess and prioritize all 86 WISE Indicators.
- [ ] Complete the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(B) Reform strategies that **provide** opportunities for all children to meet proficient and advanced levels, <u>use</u> methods and instructional strategies determined by scientifically-based research to be effective, **implement** strategies that <u>address</u> the needs of all children, particularly those who are low-achieving and at-risk and which <u>demonstrate</u> how the school knows when those needs are met, and are consistent with state and district school improvement plans.

- [ ] Plan for **2** of the following:
  - _____ IF 3
  - _____ IF 4
  - _____ IF 5
  - _____ IF 7
  - _____ IF 8

- [ ] Plan for **5** of the following:

_____ IIIA 8	_____ IIIA 9	_____ IIIA 10
_____ IIIA 11	_____ IIIA 13	_____ IIIA 14
_____ IIIA 15	_____ IIIA 16	_____ IIIA 17
_____ IIIA 18	_____ IIIA 19	_____ IIIA 20
_____ IIIA 21	_____ IIIA 25	_____ IIIA 26
_____ IIIA 27	_____ IIIA 28	_____ IIIA 31
_____ IIIA 32		

(C) Assurance that all instruction is provided by highly qualified teachers and paraprofessionals.

- [ ] Complete question #12 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(D) Ongoing plans for high-quality professional development for principals, teachers, paraprofessionals, and others (e.g., pupil services personnel and parents) to enable all children to meet the state's achievement standards.

☐ Plan for **2** of the following:

_____	IF 1	_____	IF 2
_____	IF 3	_____	IF 4
_____	IF 5	_____	IF 6
_____	IF 7	_____	IF 8
_____	IF 10		

(E) Strategies to attract high-quality teachers to high-needs schools.

☐ Complete question #1 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(F) Strategies to increase parent involvement in student's academic achievement (e.g., family literacy services).

☐ Plan for IE 13. Emphasize what the Wise Ways describes in relation to parents.

☐ Complete question #13 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(G) Plans to assist children in transitioning from preschool to elementary programs (or, from primary to secondary schools).

☐ Complete question #2 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(H) Measures to ensure that all teachers are included in the decision-making process regarding the use of assessments in order to ensure that students are meeting state achievement standards and to provide information on and improve the achievement of individual students as well as the overall instructional program in the school.

☐ Plan for ID 10

☐ Plan for **2** of the following:

_____	ID 1	_____	ID 2
_____	ID 3	_____	ID 4
_____	ID 5	_____	ID 6
_____	ID 7	_____	ID 8
_____	ID 11	_____	ID 13

(I) Activities to ensure that low-achieving students are provided with effective, timely additional assistance that is based upon timely assessment measures which provide sufficient enough information upon which to make instructional decisions.

☐ Plan for **2** of the following:
<u>   </u> IIB 1
<u>   </u> IIB 2
<u>   </u> IIB 3
<u>   </u> IIB 4
<u>   </u> IIB 5

☐ Plan for **both** of the following:
<u>   </u> IID 10
<u>   </u> IID 11

(J) The coordination and integration of other federal, state, and local programs and services that support the needs of disadvantaged students (e.g., other ESEA programs such as Reading First, Title III, Title X, etc., violence prevention programs, housing programs, Head Start, adult education programs, vocational and technical education, and job training).

☐ Complete question #3 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

Submission Process

1) Upon completion, submit the plan to the district Federal Programs Director for review.
2) The district Federal Programs Director must utilize the "**Schoolwide Program Review Scoring Rubric**" to review, score and provide feedback, and approve the plans made in the WISE Tool indicators as well as the *Schoolwide Program Supplemental Documentation* section.
3) **After** district approval of the plan, click the "Submit" button on the WISE Tool Dashboard. The district and school must submit copies of the Assurance Page within 5 business days of clicking the "Submit" button. Remember to also submit a copy of this Schoolwide Program Plan Compliance Checklist and a copy of the completed Schoolwide Program Review Scoring Rubric.

You may email or fax these documents to the School Improvement Specialist for Schoolwide Programs

     Attn: Shasta Bruce
     RE: Schoolwide Title I Programs
     Idaho Department of Education
     sbruce@sde.idaho.gov
     Fax: (208) 334-2228

Appendix C – Schoolwide Program Review Scoring Rubric

Schoolwide Program Review Scoring Rubric

School Name _____   Principal's Name _____

District Name & # _____   District Reviewer's Name _____

Directions:

1. The District Reviewer (e.g., Federal Programs Director or person with similar authority) will read through the Schoolwide Improvement Plan and rate the plan on the indicators below. For a Schoolwide Program Plan to be approved, it must meet "Acceptable" or "Exceptional" levels in every cell. A plan that does not meet minimally acceptable levels will be returned to the school along with the scored rubric in order that the plan can be revised in any area that is insufficient.

2. Once the Schoolwide Program Plan meets with district approval, the District Reviewer and the Superintendent must sign the verification form at the end of the rubric. The completed rubric must be submitted to the State with all other required documentation.

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Acceptable	Needs Revision	
(A) The school has completed a comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).	WISE Tool Step #4 – Assess the Indicators	All 86 WISE Indicators are assessed and prioritized. Those marked as "full implementation" have substantial descriptions of evidence.	The WISE Indicators have begun to be assessed.	The WISE Indicators have not yet begun to be assessed.
Reviewer Comments (A):				

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(B) The plan includes schoolwide reform strategies that: (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D); (ii) use effective methods and instructional strategies that are based on scientifically based research that— • (I) strengthen the core academic program in the school; • (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and • (III) include strategies for meeting the educational needs of historically underserved populations; (iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the Schoolwide Program, and (II) address how the school will determine if such needs have been met; and	☐ Plan for 2 indicators from IF 3-5, 7-8 ☐ Plan for 5 indicators from IIIA 8-11, 13-21, 25-28, 31-32	Strategies increase the quality and quantity of instruction, using research-based methods and strategies.	Increases the quality and quantity of instruction.	Increases neither the quality nor quantity of instruction.
		Research-based reform strategies are directly aligned with the findings of the needs assessment.	Reform strategies are aligned with the findings of the needs assessment.	Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models.
		Provides a detailed, enriched and accelerated curriculum for all students (i.e., annual growth for all, catch up growth for those who need it)	Provides an enriched and accelerated curriculum for select students (e.g., the most at-risk) with plans in place to move toward all students.	Provides a basic curriculum.
		Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the Schoolwide Program.	Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the Schoolwide Program.	Addresses the needs of select students, such as in a Targeted Assistance model, and there is no clear plan in place that addresses how the school will determine if identified needs are met.
		Addresses specific strategies that assist teachers to determine if student needs are met.	Briefly addresses how the school will determine if these needs are met.	Teachers are directed to meet student needs without specific strategies or approaches.
Reviewer Comments (B):				

Components of a Schoolwide Program	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(C) Instruction is provided by highly qualified teachers.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 12)	*Optional*: In addition to the required Highly Qualified status, the plan includes measures to ensure that teacher quality and effectiveness are part of a continuous improvement process.	The supplemental plan assurances that all teachers and instructional paraprofessionals either are or will meet the state definition of Highly Qualified.	The plan does not specify that all teachers and instructional paraprofessionals are highly qualified.
(D) The plan incorporates high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.	Plan for 2 indicators from IF 1-8, 10	All staff members are trained to meet the individual needs of all learners, but particularly the lowest achieving students of any program that is included in the Schoolwide Program.	Most staff members receive training toward meeting the needs of select risk groups of students.	Some staff members receive fragmented training unrelated to the identified school needs.
		All staff members receive ongoing and sustained professional development that is aligned with the goals of the school improvement plan. Professional development includes in-class instructional coaching.	Most staff members receive ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.	Few staff members receive professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.
Reviewer Comments (D):				

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(E) The plan includes strategies to attract high-quality highly qualified teachers to high-need schools.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 1)	The school is allowed to provide meaningful incentives for highly qualified teachers to teach in high need schools.	The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers.	The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers.
		Teachers who are the most highly qualified and the most effective are assigned to low achieving students, preferably as per district wide policy.	All teachers and instructional paraprofessionals in the school meet the state definition of highly qualified.	The least qualified and effective teachers are allowed to serve high needs students. Teaching assignments are not based on student need, but rather staff seniority and/or availability.
Reviewer Comments (E):				
(F) The plan includes strategies to increase parental involvement in accordance with section 1118, such as family literary services.	☐ Plan for IE 13 (with an emphasis on what the Wise Ways describes in relation to parents)	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.	Specific strategies to increase parental involvement have been identified and implemented.	Specific strategies to increase parental involvement have not been identified or implemented.
	☐ **Dashboard –** Schoolwide Program Supplemental Documentation (Question # 13)	Strong collaboration with community resources is evident.	Some collaboration with community resources is evident.	No collaboration with community resources is observed.
		Parents are meaningfully included as decision makers in a broad spectrum of school decisions.	Parents are included as decision makers in a limited number of school decisions.	Parents have no role in the decision making process of the school.

Components of a Schoolwide Program	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(E) The plan includes strategies to attract high-quality highly qualified teachers to high-need schools.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 1)	The school is allowed to provide meaningful incentives for highly qualified teachers to teach in high need schools.	The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers.	The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers.
		Teachers who are the most highly qualified and the most effective are assigned to low achieving students, preferably as per district wide policy.	All teachers and instructional paraprofessionals in the school meet the state definition of highly qualified.	The least qualified and effective teachers are allowed to serve high needs students. Teaching assignments are not based on student need, but rather staff seniority and/or availability.

Reviewer Comments (F):

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(G) If the school is an elementary school, the plan includes means to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 2) Indicate: ☐ Applicable, this school is an Elementary ☐ Not applicable, this school is not and Elementary	Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start).	Collaboration efforts have begun between the elementary and preschool programs.	Collaboration and communication seldom occurs between the regular elementary school program and preschool programs.
		Specific strategies for helping students' transition into the elementary setting have been identified and implemented. The school has collected data on student academic and other types of needs prior to enrollment.	Strategies for helping students' transition into the regular elementary school setting are included in the school improvement plan.	Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.
Reviewer Comments (G):				
(H) The plan includes means by which to include teachers in the decisions regarding the use of academic assessments (i.e., at minimum, the plan must mention ISAT and ISAT-Alt) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	☐ Plan for ID 10 ☐ Plan or 2 other indicators from ID 1-8, 11, 13	A team of teachers, administrators and parents participate in the selection, use, and interpretation of a school-based comprehensive assessment plan.	Student performance is considered when modifying the school improvement plan.	Assessment decisions are made with little or no input from teaching staff.
		Student performance drives modifications and improvements in the selection and use of school-based assessments.	Student performance is usually considered when modifying the plan.	Student performance is not considered when making decisions about assessment.
Reviewer Comments (H):				

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(I) The plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (i.e., state performance level descriptions) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	☐ Plan for 2 indicators from IIB 1-5 ☐ Plan for both indicators IID 10 & 11	The school has a well-defined process, or comprehensive assessment plan, that is currently being implemented to identify, or screen for, students who are experiencing difficulty mastering the State's content standards.	The school has a process in place to identify students experiencing difficulty mastering the State's content standards that directly links to intervention assistance.	No process is in place to identify students who are experiencing difficult mastering the State's content standards.
		Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's content standards.	Effective, additional assistance is provided for students experiencing difficulty meeting the State's content standards.	Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
		Instructional decisions about student performance are based upon a thorough understanding of the State's academic achievement standards (i.e., the performance level descriptors that indicate the degree to which the content must be learned).	Teachers are aware of the State's academic achievement standards (i.e. performance level descriptions).	Teachers are not aware of the State's academic achievement standards (i.e. performance level descriptions).
			Students receive some differentiated instruction while working with support staff.	All students are taught using the same methods with no differentiation in support.
		Integrated instructional units, designed to accommodate the needs of various learning styles is provided in order to maximize, integrate, and distribute opportunities to learn the State's content standards.		
Reviewer Comment (I):				

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Exceptional	Acceptable	Needs Revision
(J) The plan demonstrates the coordination and integration of Federal, State, and local services and programs, specifically including other ESEA (NCLB) Title programs, IDEA programs, and, as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 3)	The school has established its improvement plan based on need. It is knowledgeable about how to consolidate funding streams and uses all resources available to the school to meet its goals. The plan demonstrates complete program coherence.	The school has established its improvement plan based on need and demonstrates the beginning stages of resource and program coordination. Program coherence is a priority but not yet attained.	The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be coordinated and used to address its goals.
Reviewer Comments (J):				

SUPPLEMENTAL DOCUMENTATION	WISE Tool Location	Acceptable	Needs Revision
(S.1) The plan includes a list of State, local, and other Federal program funding streams that will be consolidated in the Schoolwide Program.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 4)	A list is included. The list explains which funding streams will be consolidated along with which programs will remain distinctly separate.	No list is provided and/or there is no explanation provided.
Reviewer Comments (S.1):			
(S.2) The plan describes how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to the parents of children who participate in State accountability assessments.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 5)	There is a coherent way in which the schools will make assessment data available and meaningful to parents.	The planning component is absent or lacks sufficient detail to determine how parents will have meaningful access to assessment data.
Reviewer Comments (S.2):			

SUPPLEMENTAL DOCUMENTATION	WISE Tool Location	Acceptable	Needs Revision
(S.3) To be eligible for a Schoolwide Program, not less than 40% of the students enrolled or in the school's attendance area must be from low-income families.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question #6)	School serves a population in which 40% or greater of the students are from low-income families.	School serves a population in which less than 40% of the students are from low-income families. **NOTE:** This school would be ineligible.
(S.4) Based on state assessment data, the plan states the specific academic needs of students and which groups of students, if any, are not yet achieving the State's academic standards for proficiency.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 7)	The school articulates the academic priorities of its students in terms academic achievement data and progress toward proficient levels with state content standards. Specific data results should be cited to support the identified priorities.	Academic data is not cited or the prioritization of students' needs is not well articulated.
Reviewer Comments (S.4):			
(S.5) Based on state assessment data, the plan states what subject areas and instructional delivery skills need to be addressed by the school in order to improve teaching and learning.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question #8)	The plan describes specific relations between subject areas that need improvement (see S.4 above) and areas of instructional delivery toward which professional development will be targeted (i.e., there is a direct link between the state assessment data results and the plan for improving instructional delivery).	Plans for professional development related to instructional delivery connect loosely, if at all, to state assessment data.
Reviewer Comments (S.5):			
(S.6) The plan describes how the school will annually evaluate the implementation of, and results achieved by, the schoolwide program, determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students in the schoolwide program.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 9)	A plan is articulated for how the school will annually review its continuous improvement process which utilizes the key questions and considerations outlined in the State's Guidance Workbook. It is clear how the school will review implementation and effectiveness.	A review/evaluation plan is not provided or lacks the specificity to produce meaningful results. It is not clear how the school will review its implementation and effectiveness.
Reviewer Comment (S.6):			

SUPPLEMENTAL DOCUMENTATION	WISE Tool Location	Acceptable	Needs Revision
(S.7) The law requires that the Schoolwide Program Plan shall be developed over a one-year period, unless the district, after considering the recommendation of state approved technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 10)	The planning process spanned a year period, or the district has determined that less time was sufficient.	The length of time is not provided or was shorter than 1 year without district approval.
Reviewer Comments (S.7):			
(S.8) The law requires that the Schoolwide Program Plan shall be developed with the involvement of (a) parents and other members of the community to be served and (b) individuals who will carry out the plan (i.e., teachers, principals, administrators of other federal programs and any other individuals whose work will be impacted by schoolwide plan).	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 11)	All stakeholders were sufficiently represented and involved in the planning process. It is clear that stakeholder input was taken into account in a meaningful manner.	Stakeholders were involved at either a superficial level or not at all. It is not clear how the input of stakeholders was taken into account to develop the plan.
Reviewer Comments (S.8):			

District Reviewer:

Once the school named above has completed the Schoolwide Program planning process to the satisfaction of the district, please provide the required signature below. Submit this completed rubric to the Idaho Department of Education along with all other required documentation.

By signing below, you verify:

(A) You are authorized by the district to review and approve Title I Schoolwide Program Plans.
(B) You have read the Schoolwide Program Plan that is being submitted for approval in its entirety.
(C) The Schoolwide Program Plan scores represented in this rubric accurately represent the status of the plan.
(D) You approve of each required planning component and recommend the school to the State for approval to operate as a Title I Schoolwide Program.

District Reviewer (Print Name) _____

Date Approved _____

District Reviewer (Signature) _____

Appendix D – Schoolwide Programs Supplemental Documentation

Schoolwide Program Supplemental Documentation

The following are planning components and supplemental documentation statements that are required by the law but are not covered by specific WISE Tool Indicators. On the WISE Tool Dashboard, there is a linked titled *Schoolwide Program Supplemental Documentation*. By following this link, schools will find text boxes in which responses may be provided for each item listed below. Schools must provide a response to each prompt.

1. Describe the strategies the school will use to attract high-quality and highly qualified teachers (**Rubric Component E**). Please be sure to include any financial incentives that will be provided.

2. Is this school an elementary school (**Rubric Component G**)?

    a. If YES, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to local elementary school programs.

    b. If NO, please write: "Not applicable, this school is not an elementary school."

3. Describe how the school will coordinate and integrate Federal, State, and local services and programs (**Rubric Component J**). Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c), as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

4. Budgetary Considerations: Will the school consolidate any state, local or federal funding streams in the schoolwide program? (**Rubric Component S.1)**

    ☐ Yes
    ☐ No

    List all funding streams that will be consolidated.

    (See Code of Federal Regulations, 34 CFR 200.25-29, Appendix L of this document for more information.)

5. Describe how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to the parents of children who participate in State accountability assessments (**Rubric Component S.2**).

6. To be eligible for a Schoolwide Program, not less than 40% of the students enrolled or in the school's attendance area must be from low-income families (**Rubric Component S.3**). Please provide the percentage of students from low-income families for this school.

7. Based on state assessment data, what are the specific academic needs of students and which groups of students, if any, are not yet achieving the State's academic standards for proficiency (**Rubric Component S.4**)?

8. Based on state assessment data, describe what subject areas and instructional delivery skills need to be addressed by the school in order to improve teaching and learning (**Rubric Component S.5**).

9. Describe how the school will annually evaluate the implementation of, and results achieved by, the schoolwide program, determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students in the schoolwide program (**Rubric Component S.6**).

10. The law requires that the Schoolwide Program Plan shall be developed over a one-year period, unless the district, after considering the recommendation of state approved technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program (**Rubric Component S.7**). Please describe how the school has met the intent of this section of the law.

11. The law requires that the Schoolwide Program plan shall be developed with the involvement of (a) parents and other members of the community to be served and (b) individuals who will carry out the plan (i.e., teachers, principals, administrators of other federal programs and any other individuals whose work will be impacted by schoolwide plan) (**Rubric Component S.8**). Please describe how the school has met the intent of this section of the law.

12. Do all of your teachers and instructional paraprofessionals meet the State's definition of Highly Qualified? (Yes/No) If not, describe the plan to ensure that all teachers and instructional paraprofessionals will be Highly Qualified by the time the Schoolwide Program implementation begins.

13. Please describe your parent involvement program and how parents are engaged in various aspects of school activities, governance, and school improvement planning. (If your school uses the Parent Involvement Analysis online tool, just enter "PIA".)

Appendix E – Components of Schoolwide Program WISE Tool Crosswalk

Components of Schoolwide Program WISE Tool Crosswalk

(A)	The school has completed a comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
	Assess and Prioritize all 86 Wise Indicators
	Complete the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard

(B)	Reform strategies that provide opportunities for all children to meet proficient and advanced levels, use methods and instructional strategies determined by scientifically-based research to be effective, implement strategies that address the needs of all children, particularly those who are low-achieving and at-risk and which demonstrate how the school knows when those needs are met, and are consistent with state and district school improvement plans.

(High Quality) Professional Development

IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

Instruction- Teacher Directed- Introduction

IIIA08	All teachers review the previous lesson.
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	All teachers stimulate interest in the topics.
IIIA11	All teachers use modeling, demonstration, and graphics.

Instruction- Teacher Directed- Presentation

IIIA13	All teachers explain directly and thorough.
IIIA14	All teaches maintain eye contact.
IIIA15	All teachers speak with expression and use a variety of vocal tones
IIIA16	All teachers use prompting/cueing.

Instruction- Teacher Directed-Summary/Confirmation

IIIA17	All teachers re-teach when necessary.
IIIA18	All teachers review with drilling/class recitation.
IIIA19	All teachers review with questioning.
IIIA20	All teachers summarize key concepts.

	Instruction-Interaction
IIIA21	All teachers re-teach following questioning.
IIIA25	All teachers encourage students to paraphrase, summarize, and relate.
IIIA26	All teachers encourage students to check their own comprehension.
IIIA27	All teachers verbally praise students.
	Instruction-Student Directed (group or Individual)
IIIA28	All teachers travel to all areas in which students are working.
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures).

(C)	Assurance that all instruction is provided by highly qualified teachers and paraprofessionals.
	This component is addressed in question #12 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(D)	Ongoing plans for high-quality professional development for principals, teachers, paraprofessionals, and others (e.g., pupil services personnel and parents) to enable all children to meet the state's achievement standards.
IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06	Teachers are required to make individual professional development plans based on classroom observations.
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IF10	The principal plans opportunities for teachers to share their strengths with other teachers.

(E)	Strategies to attract high-quality teachers to high-needs schools.
	This component is addressed in question #1 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

*Please note: Indicators formatted in bold are required of every Schoolwide Program Plan.

(F)	Strategies to increase parent involvement in student's academic achievement.

IE13 **The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.**

This component is addressed in question #13 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(G)	Plans to assist children in transitioning from preschool to elementary programs (or, from primary to secondary schools).

This component is addressed in question #2 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

(H)	Measures to ensure that all teachers are included in the decision-making process regarding the use of assessments in order to ensure that students are meeting state achievement standards and to provide information on and improve the achievement of individual students as well as the overall instructional program in the school.

Team Structure

ID01   A team structure is officially incorporated into the school improvement plan and school governance policy.

ID02   All teams have written statements of purpose and by-laws for their operation.

ID03   All teams operate with work plans for the year and specific work products to produce.

ID04   All teams prepare agendas for their meetings.

ID05   All teams maintain official minutes of their meetings.

ID06   The principal maintains a file of the agendas, work products, and minutes of all teams.

ID07   A Leadership Team consisting of the principal, teachers who lead the Instructional teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID08   The Leadership Team serves as a conduit of communication to the faculty and staff.

ID10   **The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs.**

ID11   Teachers are organized into grade-level, grade level clusters, or subject-area Instructional Teams.

ID13   Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

(I)	Activities to ensure that low-achieving students are provided with effective, timely additional assistance that is based upon timely assessment measures which provide sufficient enough information upon which to make instructional decisions.

Classroom Assessment

IIB01   Units of instruction include pre/post-tests to assess student mastery of standards-based objectives.

IIB02   Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

IIB03	Unit pre-tests and post-test results are reviewed by the Instructional Team.
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	Teachers re-teach based on post-test results.

Periodic Assessment	
IID10	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.**
IID11	**Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).**

(J)	The coordination and integration of other federal, state, and local programs and services that support the needs of disadvantaged students (e.g., other ESEA programs such as Reading First, Title III, Title X, etc., violence prevention programs, housing programs, Head Start, adult education programs, vocational and technical education, and job training).
	This component is addressed in question #3 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

There are eight remaining questions that further address the required components for Schoolwide Planning. They are addressed as follows:	
S.1	The plan includes a list of State, local, and other Federal program funding streams that will be consolidated in the Schoolwide Program.
	This component is addressed in question #4 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.
S.2	The plan describes how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to the parents of children who participate in State accountability assessments.
	This component is addressed in question #5 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.
S.3	To be eligible for a Schoolwide Program, not less than 40% of the students enrolled or in the school's attendance area must be from low-income families.
	This component is addressed in question #6 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.
S.4	Based on state assessment data, the plan states the specific academic needs of students and which groups of students, if any, are not yet achieving the State's academic standards for proficiency.
	This component is addressed in question #7 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.
S.5	Based on state assessment data, the plan states what subject areas and instructional delivery skills need to be addressed by the school in order to improve teaching and learning.
	This component is addressed in question #8 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard

*Please note: Indicators formatted in bold are required of every Schoolwide Program Plan.

S.6	The plan describes how the school will annually evaluate the implementation of, and results achieved by, the Schoolwide program, determine whether the Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students in the Schoolwide program.
	This component is addressed in question #9 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.
S.7	The law requires that the Schoolwide Program Plan shall be developed over a one-year period, unless the district, after considering the recommendation of sate approved technical assistance providers, determines that less time is needed to develop and implement the Schoolwide program.
	This component is addressed in question #10 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.
S.8	The law requires that the Schoolwide Program Plan shall be developed with the involvement of (a) parents and other members of the community to be served and (b) individuals who will carry out the plan (i.e., teachers, principals, administrators of other federal programs and any other individuals whose work will be impacted by Schoolwide plan).
	This component is addressed in question #11 on the "Schoolwide Program Supplemental Documentation" on the WISE Tool Dashboard.

Appendix F – Descriptions of the Schoolwide Program Planning Components

Comprehensive Plan Components

In addition to a comprehensive needs assessment, a Schoolwide Program Plan must address all of the components defined in the ESEA *[Section 1114(b) of Title I]*. Each required component is described below, with an explanation of how each contributes to the creation of a successful Schoolwide Program.

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

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

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

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

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

- Plans for assisting preschool students in the successful transition from early childhood programs to local elementary Schoolwide Programs.
  This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and

others, provide a foundation for later academic success, and effective Schoolwide Programs capitalize on this strong start.

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

- <u>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance</u>. The Schoolwide Program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

Appendix G- WISE Tool School Indicators

WISE Tool School Indicators

District Context and the Improvement Plan
Establishing a team structure with specific duties and time for instructional planning

ID01   A team structure is officially incorporated into the school improvement plan and school governance policy.

ID02   All teams have written statements of purpose and by-laws for their operation.

ID03   All teams operate with work plans for the year and specific work products to produce.

ID04   All teams prepare agendas for their meetings.

ID05   All teams maintain official minutes of their meetings.

ID06   The principal maintains a file of the agendas, work products, and minutes of all teams.

ID07   A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID08   The Leadership Team serves as a conduit of communication to the faculty and staff.

ID10   The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

ID11   Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

ID13   Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

District Context and the Improvement Plan
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE05   The principal participates actively with the school's teams.

IE06   The principal keeps a focus on instructional improvement and student learning outcomes.

IE07   The principal monitors curriculum and classroom instruction regularly.

IE08   The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

IE09   The principal challenges, supports and monitors the correction of unsound teaching practices.

IE10   The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

IE13   The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

District Context and the Improvement Plan
Aligning classroom observations with evaluation criteria and professional development

IF01   The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.

IF02   The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.

IF03   Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.

IF04   Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

IF05   Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.

IF06   Teachers are required to make individual professional development plans based on classroom observations.

IF07   Professional development of individual teachers includes an emphasis on indicators of effective teaching.

IF08   Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

IF10   The principal plans opportunities for teachers to share their strengths with other teachers.

Curriculum, Assessment, and Instructional Planning
Engaging teachers in aligning instruction with standards and benchmarks

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02	Units of instruction include standards-based objectives and criteria for mastery.
IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).

Curriculum, Assessment, and Instructional Planning
Engaging teachers in assessing and monitoring student mastery

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	Teachers re-teach based on post-test results.

Curriculum, Assessment, and Instructional Planning
Engaging teachers in differentiating and aligning learning activities

IIC01	Units of instruction include specific learning activities aligned to objectives.
IIC03	Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers.

Curriculum, Assessment, and Instructional Planning
Assessing student learning frequently with standards based assessments

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	The Leadership Team monitors school-level student learning data.
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	Instructional Teams use student learning data to plan instruction.
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Computer-Based Instruction

IIIA35	Students are engaged and on task.
IIIA40	All teachers assess student mastery in ways other than those provided by the computer program.

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Preparation

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Student-Directed Small-Group & Independent Work

IIIA28	All teachers travel to all areas in which students are working.
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures).
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Teacher-Directed Whole Class or Small Group Instruction - Introduction

IIIA08	All teachers review the previous lesson.
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	All teachers stimulate interest in the topics.
IIIA11	All teachers use modeling, demonstration, and graphics.

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Teacher-Directed Whole Class or Small Group Instruction - Presentation

IIIA13	All teachers explain directly and thoroughly.
IIIA14	All teachers maintain eye contact.
IIIA15	All teachers speak with expression and use a variety of vocal tones.
IIIA16	All teachers use prompting/cueing.

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Teacher-Directed Whole Class or Small Group Instruction - Summary & Confirmation of Learning

IIIA17	All teachers re-teach when necessary.
IIIA18	All teachers review with drilling/class recitation.
IIIA19	All teachers review with questioning.
IIIA20	All teachers summarize key concepts.

Classroom Instruction
Expecting and monitoring sound instruction in a variety of modes
Teacher-Student Interaction

IIIA21	All teachers re-teach following questioning.
IIIA25	All teachers encourage students to paraphrase, summarize, and relate.
IIIA26	All teachers encourage students to check their own comprehension.
IIIA27	All teachers verbally praise students.

Classroom Instruction
Expecting and monitoring sound homework practices and communication with parents

IIIB01	All teachers maintain a file of communication with parents.
IIIB02	All teachers regularly assign homework (4 or more days a week).
IIIB03	All teachers check, mark, and return homework.
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Classroom Instruction
Expecting and monitoring sound classroom management
IIIC01   When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
IIIC04   Students raise hands or otherwise signal before speaking.
IIIC05   All teachers use a variety of instructional modes.
IIIC06   All teachers maintain well-organized student learning materials in the classroom.
IIIC08   All teachers display classroom rules and procedures in the classroom.
IIIC09   All teachers correct students who do not follow classroom rules and procedures.
IIIC10   All teachers reinforce classroom rules and procedures by positively teaching them.
IIIC12   All teachers engage all students (e.g., encourage silent students to participate).

Classroom Instruction
Expecting and monitoring sound homework practices and communication with parents
IVD07   All-school events include parent-child interactive activities.
IVD08   Office and support staff are trained to make the school a "welcoming place" for parents.

Appendix H – Schoolwide Program Key Points to Consider

Schoolwide Program Key Points to Consider

COMPONENTS OF A SCHOOLWIDE PROGRAM	WISE Tool Location	Key Points to Consider
(A) The school has completed a comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).	WISE Tool Step #4 – Assess the Indicators	**Indicators assessed as "fully implemented" must have substantial description of evidence.** • Indicators assessed as "limited development" should describe what your plan will look like when it is fully implemented. Reviewers will look for substantial information to support a positive and effective trajectory towards schoolwide program success. • Where appropriate, include evidence such as surveys or any other needs assessment tool beyond assessing the School Indicators in the WISE Tool, if applicable.
(B) The plan includes schoolwide reform strategies that: (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D); (ii) use effective methods and instructional strategies that are based on scientifically based research that— • strengthen the core academic program in the school; • (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and • (III) include strategies for meeting the educational needs of historically underserved populations;	Plan for 2 indicators from IF 3-5, 7-8 Plan for 5 indicators from IIIA 8-11, 13-21, 25-28, 31-32	• Re-teaching as it relates to the three tiered instructional model • Special programs (e.g., LEP, Migrant, SPED, etc.) as part of the observations or instruction. • Teaching strategies, not necessarily a list of programs • Clear alignment of student need with instructional strategies, resources, and services • Change in schedule • Change in grouping practices of students (or grouping practices in general) • Adoption of a particular reform model (e.g., making middle grades work, etc.) • Intervention time that may be built into the school schedule • Plans for "content recovery" (especially at secondary level)

(B) Continued… (iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the Schoolwide Program, and (II) address how the school will determine if such needs have been met; and		• Adopt a research based-program that supports cross grade consistency
(C) Instruction is provided by highly qualified teachers.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 12)	All teachers and paraprofessionals <u>must meet</u> Highly Qualified status, because they are all technically serving Title I students.
(D) The plan incorporates high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.	Plan for 2 indicators from IF 1-8, 10	Compiling of reports from classroom observations, showing aggregated areas of strengths and areas that need improvement of the school as a whole • Professional Development specific to LEP and/or Migrant provided to all staff. • Describe how professional development links to student data and/ or observing teaching practice • If professional development is job embedded, describe that process. • Describe how professional development is evaluated • Describe the individual professional development plan process
(E) The plan includes strategies to attract high-quality highly qualified teachers to high-need schools.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 1)	• Describe any efforts for recruiting…does school go to recruitment fairs, etc. • Are there "grow your own" efforts, if so describe the process • Describe any incentive or career ladders that may exist. (Any money set aside at LEA level to give financial incentives) • Credits for PD plan • Describe any mentoring programs

(F) The plan includes strategies to increase parental involvement in accordance with section 1118, such as family literary services.	Plan for IE 13 (with an emphasis on what the Wise Ways describes in relation to parents) **Dashboard –** Schoolwide Supplemental Documentation (Question # 13)	PIA is a Parent Involvement Analysis online tool. The tool helps schools assess and meaningfully address parent involvement policies and practices. For more information about this tool and parent involvement visit the Parent Involvement website at http://www.sde.idaho.gov/site/parentInvolvement/ • Describe any homework policies that exist at your school • Describe any parental involvement in meaningful decision-making in their child's education • Describe how parents are contacted and informed (Systematic communication with parents) • Describe all avenues for communication with parents • Describe amount and frequency of strategies • How are parents allowed to provide input as to how the school system is working for them • Are parent representatives external to the school or LEA? In other words, do non-employee parents have representative input? The parent involvement truly represents the constituency of the community. Does the school hold meetings that are inclusive (i.e., that work around the needs/schedules of parents)?
(G) If the school is an elementary school, the plan includes means to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 2) Indicate: ☐ Applicable, this school is an Elementary ☐ Not applicable, not an Elementary	• Does school reach out to existing programs? (Migrant Head Start, Pre-Schools, etc) • Is there any kind of screening assessments (e.g., write name, letter knowledge, etc.). Has it become a systematic component of program? • Does school take advantage of "Child Find" or other existing data sets? • Describe in detail how the "transition" is planned for

(H) The plan includes means by which to include teachers in the decisions regarding the use of academic assessments (i.e., at minimum, the plan must mention ISAT and ISAT-Alt) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	Plan for indicator ID 10 Plan for 2 other indicators from ID 1-8, 11, 13	• Describe the schools data team. Who is on the team? How often do they meet? What data is collected? • Does the data analysis include evaluation of effectiveness of tiers? (e.g., to see if an intervention group or system is working) • Describe the comprehensive assessment plan at the school • Is there utilization of things such as a "data carousel" (i.e., academic achievement, attendance, behavioral, perceptual, trends in grades, etc.) Describe how your school data is analyzed • Describe any comparisons between groups/subgroups – or any gap analysis processes (e.g., LEP/Non-LEP)
(I) The plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (i.e., state performance level descriptions) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	Plan for 2 indicators from IIB 1-5 Plan for both indicators IID 10 & 11	• Evidence of RTI and 3 Tiers • When describing pre and post tests state what schoolwide processes or teaching strategies are used to address students who did not meet proficiency levels. • Describe any school schedule that provides clear time for extra intervention • Intervention connects to data analysis plans- Describe how this happens in your school • If applicable, describe how movement is planned for between tiers • Is there progress monitoring? How frequently? In what ways? What interventions are made and how timely?

| (J) The plan demonstrates the coordination and integration of Federal, State, and local services and programs, specifically including other ESEA (NCLB) Title programs, IDEA programs, and, as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. | **Dashboard –** Schoolwide Program Supplemental Documentation (Question # 3) | 3 Tiers clearly articulate intents and purposes that are consolidated Community based partnerships – Is school working with Head Start, local Health and Welfare, local magistrates/court system? Community development – community colleges, (example: refugee agency personnel who set up housing can create a link with schools to prep up front), community plan Faith Based programs Team up with companies, Idaho Food Bank, etc., to provide resources to families Idaho commission on Hispanic Affairs Transitions – Secondary SPED to post education, N or D transitions in or out |

SUPPLEMENTAL DOCUMENTATION	WISE Tool Location	Key Points to Consider
(S.1) The plan includes a list of State, local, and other Federal program funding streams that will be consolidated in the Schoolwide Program.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 4)	- Description of how the consolidation supports the program - Whether consolidated or not, how does the SW plan meet the intents and purposes of the Federal Programs? - Plan cannot simply state, "Title I funds will be consolidated**".** - It is important to note that Schoolwide Applications that seek to consolidate Title I-C funds must clearly articulate how it has ensured that it has contributed to the unique needs of Migrant students. **Guidance on those unique needs for Idaho's Migrant students can be found in Appendix O.** For further information or clarification regarding Migrant Education Programs, please visit the Migrant Education webpage at http://www.sde.idaho.gov/site/migrant_edu/

(S.2) The plan describes how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to the parents of children who participate in State accountability assessments.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 5)	• Evidence of results distributed in multiple languages • School clearly states and understands that the school is responsible for providing student assessment results in a language that parents can understand
(S.3) To be eligible for a Schoolwide Program, not less than 40% of the students enrolled or in the school's attendance area must be from low-income families.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 6)	
(S.4) Based on state assessment data, the plan states the specific academic needs of students and which groups of students, if any, are not yet achieving the State's academic standards for proficiency.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 7)	• Disaggregated student data (and reflected in needs assessment) • State Report Card • Gap analysis (even without the minimum n-count) • Data reported is specific
(S.5) Based on state assessment data, the plan states what subject areas and instructional delivery skills need to be addressed by the school in order to improve teaching and learning.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 8)	• Student responses and engagement • Increased time • Instructional intensity • Plan addresses an analysis of the state assessment data and directly links it to areas of curriculum that need to be addressed, as well as any subpopulations that may need a defined and planned for instructional delivery method.

(S.6) The plan describes how the school will annually evaluate the implementation of, and results achieved by, the schoolwide program, determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students in the schoolwide program.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 9)	• Changes / updates to the WISE Tool. Monitoring of the plan in the WISE Tool • Plan for data analysis connected to self assessment • Leadership team that reviews the plans (PIA, WISE, etc.) • Hiring an external evaluator is acceptable • Cross district evaluation is acceptable • Revisit pages 16-19 in the Schoolwide Planning Workbook and Appendix J for further points to consider.
(S.7) The law requires that the Schoolwide Program Plan shall be developed over a one-year period, unless the district, after considering the recommendation of state approved technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 10)	
(S.8) The law requires that the Schoolwide Program Plan shall be developed with the involvement of (a) parents and other members of the community to be served and (b) individuals who will carry out the plan (i.e., teachers, principals, administrators of other federal programs and any other individuals whose work will be impacted by schoolwide plan).	**Dashboard –** Schoolwide Program Supplemental Documentation (Question # 11)	• list and/or minutes of parent meeting • high school students on planning team • In the WISE Tool; individuals and WISE roles are identified/specified. • The links between the individuals and the action items/tasks are clear.

Appendix I – The Nine Characteristics of Effective Schools

The Nine Characteristics of Effective Schools[10]

1 Clear and Shared Focus. Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

2 High Standards and Expectations for All Students. Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

3 Effective School Leadership. Effective instructional and administrative leadership is required to implement change processes. Effective leaders proactively seek needed help. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.

4 High Levels of Collaboration and Communication. There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

5 Curriculum, Instruction and Assessment Aligned with Standards. The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

6 Frequent Monitoring of Learning and Teaching. A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

7 Focused Professional Development. A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

8 Supportive Learning Environment. The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9 High Levels of Family and Community Involvement. There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

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[10] Shannon, G., Bylsma, P. (2007). *Nine Characteristics of High-Performing Schools: A Research-Based Resource for Schools and Districts to Assist with Improving Student Learning*. 2nd Ed. Olympia: Washington State Office of Superintendent of Public Instruction.

Appendix J – The Evaluation/Review Process

The Evaluation/Review Process

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

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

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

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

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

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

- Inputs – For instance, what resources were identified in the Schoolwide Program and to what degree were they utilized?
- Activities – Did planned events such as professional development, parental involvement activities, schoolwide instructional units, take place as scheduled?
- Short-term impacts – What were the short-term results of implementing a particular strategy in the schoolwide plan? Was training provided for the targeted number of school staff? Did the training affect subsequent instructional decisions?

- Longer-term impacts – An annual Schoolwide Program review can provide incremental information that tracks outcomes over time. For instance, a Schoolwide Program might begin a dropout prevention program for sixth graders with the goal of a reduced dropout rate when those students are in ninth grade.

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

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

3) <u>Identification of data collection instruments</u> – Next, reviewers determine how data that answer each question will be collected. Evaluators will collect both quantitative (i.e., empirical and numerical, such as tallies and test scores) and qualitative (i.e., survey responses on attitudes, personal interviews, observations, journals), depending on the review question. Examples of data collection instruments include document reviews, tallies, questionnaires, interviews, surveys, observations, academic assessments, attitude inventories, and focus groups. It is the job of the reviewers to align each question with the appropriate data collection method.

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

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

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

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

Appendix K – Frequently Asked Questions

Frequently Asked Questions

A. Overview of Schoolwide Programs

A-1. What requirements must a school meet to be eligible to operate a Schoolwide Program?

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

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

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

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

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

The primary consideration for a high-poverty school when considering whether to operate a schoolwide or a targeted assistance program is which strategy provides the greatest likelihood of improving the achievement of its students with the greatest needs. Properly implemented, Schoolwide Programs enable Title I schools with high concentrations of poverty to improve the achievement of their lowest-performing students by redesigning their total educational program rather than merely adding on services for students identified as especially at-risk.

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

B. The Comprehensive Needs Assessment

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

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

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

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

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

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

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

No. Although a school that goes through the yearlong planning process would typically implement a Schoolwide Program, it is conceivable that the school may choose not to do so. The school might decide that it needs additional time or might determine that it can better meet the needs of students through implementation of a Title I Targeted Assistance model. This decision should reflect the thoughtful consideration of the school staff about what is best for students and should be made in collaboration with the LEA and other stakeholders.

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

Yes. For the entire educational program of a school to improve, Schoolwide Program reform efforts must be comprehensive. This means that both instructional and non-instructional staff should be included in the design and implementation of the plan. Typically, participants include teachers, principals and administrators, pupil services personnel, guidance counselors, and also cafeteria

workers, transportation staff, health services providers, technical assistance providers, and students (if the school is a secondary school). [Section 1114(b)(2)(B)(ii) of Title I of ESEA].

C. The Schoolwide Program Plan

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

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

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

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

D. Ongoing Program Evaluation & Annual Review

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

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

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

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

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

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

Appendix L – Code of Federal Regulations for Schoolwide Programs

§ 200.25

SCHOOLWIDE PROGRAMS IN GENERAL

(a) Purpose.

> (1) The purpose of a Schoolwide Program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards under §200.1.
>
> (2) The improved achievement is to result from improving the entire educational program of the school.

(b) Eligibility.

> (1) A school may operate a Schoolwide Program if—
>
>> (i) The school's LEA determines that the school serves an eligible attendance area or is a participating school under section 1113 of the ESEA; and
>>
>> (ii) For the initial year of the Schoolwide Program—
>>
>>> (A) The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or
>>>
>>> (B) Not less than 40 percent of the children enrolled in the school are from low-income families.
>
> (2) In determining the percentage of children from low-income families under paragraph (b)(1)(ii) of this section, the LEA may use a measure of poverty that is different from the measure or measures of poverty used by the LEA to identify and rank school attendance areas for eligibility and participation under subpart A of this part.

(c) Participating students and services. A school operating a Schoolwide Program is not required to—

> (1) Identify particular children as eligible to participate; or
>
> (2) As required under section 1120A(b) of the ESEA, provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a program under subpart A of this part.

(d) Supplemental funds. A school operating a Schoolwide Program must use funds available under subpart A of this part and under any other Federal program included under paragraph (e) of this section and §200.29 only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

(e) Consolidation of funds. An eligible school may, consistent with §200.29, consolidate and use funds or services under subpart A of this part, together with other Federal, State, and local funds that the school receives, to operate a Schoolwide Program in accordance with §§200.25 through 200.29.

(f) Prekindergarten program. A school operating a Schoolwide Program may use funds made available under subpart A of this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

(Authority: 20 U.S.C. 6314)

[67 FR 71718, Dec. 2, 2002]

§ 200.26

CORE ELEMENTS OF A SCHOOLWIDE PROGRAM

(a) Comprehensive needs assessment.

> (1) A school operating a Schoolwide Program must conduct a comprehensive needs assessment of the entire school that—
>
> > (i) Is based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
> >
> > > (A) Help the school understand the subjects and skills for which teaching and learning need to be improved; and
> > >
> > > (B) Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
> >
> > (ii) Assesses the needs of the school relative to each of the components of the Schoolwide Program under §200.28.
>
> (2) The comprehensive needs assessment must be developed with the participation of individuals who will carry out the Schoolwide Program Plan.
>
> (3) The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

(b) Comprehensive plan. Using data from the comprehensive needs assessment under paragraph (a) of this section, a school that wishes to operate a Schoolwide Program must develop a comprehensive plan, in accordance with §200.27, that describes how the school will improve academic achievement throughout the school, but particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards.

(c) Evaluation. A school operating a Schoolwide Program must—

> (1) Annually evaluate the implementation of, and results achieved by, the Schoolwide Program, using data from the State's annual assessments and other indicators of academic achievement;
>
> (2) Determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
>
> (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Schoolwide Program.

(Approved by the Office of Management and Budget under control number 1810–0581)
(Authority: 20 U.S.C. 6314)
[67 FR 71718, Dec. 2, 2002]

§ 200.27

DEVELOPMENT OF A SCHOOLWIDE PROGRAM PLAN

(a)

> (1) A school operating a Schoolwide Program must develop a comprehensive plan to improve teaching and learning throughout the school.
>
> (2) The school must develop the comprehensive plan in consultation with the LEA and its school support team or other technical assistance provider under section 1117 of the ESEA.
>
> (3) The comprehensive plan must—
>
> > (i) Describe how the school will carry out each of the components under §200.28;

(ii) Describe how the school will use resources under subpart A of this part and from other sources to carry out the components under §200.28; and

(iii) Include a list of State and local programs and other Federal programs under §200.29 that the school will consolidate in the Schoolwide Program.

(b)

(1) The school must develop the comprehensive plan, including the comprehensive needs assessment, over a one-year period unless—

(i) The LEA, after considering the recommendations of its technical assistance providers under section 1117 of the ESEA, determines that less time is needed to develop and implement the Schoolwide Program; or

(ii) The school was operating a Schoolwide Program on or before January 7, 2002, in which case the school may continue to operate its program, but must amend its existing plan to reflect the provisions of §§200.25 through 200.29 during the 2002–2003 school year.

(2) The school must develop the comprehensive plan with the involvement of parents, consistent with the requirements of section 1118 of the ESEA, and other members of the community to be served and individuals who will carry out the plan, including—

(i) Teachers, principals, and administrators, including administrators of programs described in other parts of Title I of the ESEA;

(ii) If appropriate, pupil services personnel, technical assistance providers, and other school staff; and

(iii) If the plan relates to a secondary school, students from the school.

(3) If appropriate, the school must develop the comprehensive plan in coordination with other programs, including those carried out under Reading First, Early Reading First, Even Start, the Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

(4) The comprehensive plan remains in effect for the duration of the school's participation under §§200.25 through 200.29.

(c)

(1) The Schoolwide Program Plan must be available to the LEA, parents, and the public.

(2) Information in the plan must be—

(i) In an understandable and uniform format, including alternative formats upon request; and

(ii) To the extent practicable, provided in a language that the parents can understand.

(Approved by the Office of Management and Budget under control number 1810–0581)
(Authority: 20 U.S.C. 6314)
[67 FR 71719, Dec. 2, 2002]

§ 200.28
SCHOOLWIDE PROGRAM COMPONENTS

A Schoolwide Program must include the following components:

(a) Schoolwide reform strategies. The Schoolwide Program must incorporate reform strategies in the overall instructional program. Those strategies must—

(1) Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;

(2)

(i) Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic achievement standards who are members of the target population of any program included in the Schoolwide Program; and

(ii) Address how the school will determine if those needs have been met;

(3) Use effective methods and instructional practices that are based on scientifically based research, as defined in section 9101 of the ESEA, and that—

(i) Strengthen the core academic program;

(ii) Provide an enriched and accelerated curriculum;

(iii) Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities;

(iv) Include strategies for meeting the educational needs of historically underserved populations; and

(v) Are consistent with, and are designed to implement, State and local improvement plans, if any.

(b) Instruction by highly qualified teachers. A Schoolwide Program must ensure instruction by highly qualified teachers and provide ongoing professional development. The Schoolwide Program must—

(1) Include strategies to attract highly qualified teachers, as defined in §200.56;

(2)

(i) Provide high-quality and ongoing professional development in accordance with sections 1119 and 9101(34) of the ESEA for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the State's student academic standards; and

(ii) Align professional development with the State's academic standards;

(3) Devote sufficient resources to carry out effectively the professional development activities described in paragraph (b)(2) of this section; and

(4) Include teachers in professional development activities regarding the use of academic assessments described in §200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(c) Parental involvement.

(1) A Schoolwide Program must involve parents in the planning, review, and improvement of the Schoolwide Program Plan.

(2) A Schoolwide Program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—

(i) Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and

(ii) Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by §200.2.

(d) Additional support. A Schoolwide Program school must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards required by §200.1 will be provided with effective, timely additional support, including measures to—

(1) Ensure that those students' difficulties are identified on a timely basis; and

(2) Provide sufficient information on which to base effective assistance to those students.

(e) Transition. A Schoolwide Program in an elementary school must include plans for assisting preschool students in the successful transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a preschool program under IDEA or a State-run preschool program, to the Schoolwide Program.

(Approved by the Office of Management and Budget under control number 1810–0581)
(Authority: 20 U.S.C. 6314)
[67 FR 71719, Dec. 2, 2002]

§ 200.29
CONSOLIDATION OF FUNDS IN A SCHOOLWIDE PROGRAM
(a)
> (1) In addition to funds under subpart A of this part, a school may consolidate and use in its Schoolwide Program Federal funds from any program administered by the Secretary that is included in the most recent notice published for this purpose in the Federal Register.
> (2) For purposes of §§200.25 through 200.29, the authority to consolidate funds from other Federal programs also applies to services provided to the school with those funds.

(b)
> (1) Except as provided in paragraphs (b)(2) and (c) of this section, a school that consolidates and uses in a Schoolwide Program funds from any other Federal program administered by the Secretary—
>> (i) Is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but
>> (ii) Must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries of that program are addressed.
> (2) A school that chooses to consolidate funds from other Federal programs must meet the requirements of those programs relating to—
>> (i) Health;
>> (ii) Safety;
>> (iii) Civil rights;
>> (iv) Student and parental participation and involvement;
>> (v) Services to private school children;
>> (vi) Maintenance of effort;
>> (vii) Comparability of services;
>> (viii) Use of Federal funds to supplement, not supplant non-Federal funds in accordance with §200.25(d); and
>> (ix) Distribution of funds to SEAs or LEAs.

(c) A school must meet the following requirements if the school consolidates and uses funds from these programs in its Schoolwide Program:
> (1) Migrant education. Before the school chooses to consolidate in its Schoolwide Program funds received under part C of Title I of the ESEA, the school must—
>> (i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under §200.83; and
>> (ii) Document that these needs have been met.

(2) Indian education. The school may consolidate funds received under subpart 1 of part A of Title VII of the ESEA if the parent committee established by the LEA under section 7114(c)(4) of the ESEA approves the inclusion of these funds.

(3) Special education.

> (i) The school may consolidate funds received under part B of the IDEA.
>
> (ii) However, the amount of funds consolidated may not exceed the amount received by the LEA under part B of IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the Schoolwide Program.
>
> (iii) The school may also consolidate funds received under section 8003(d) of the ESEA (Impact Aid) for children with disabilities in a Schoolwide Program.
>
> (iv) A school that consolidates funds under part B of IDEA or section 8003(d) of the ESEA may use those funds for any activities under its Schoolwide Program Plan but must comply with all other requirements of part B of IDEA, to the same extent it would if it did not consolidate funds under part B of IDEA or section 8003(d) of the ESEA in the Schoolwide Program.

(d) A school that consolidates and uses in a Schoolwide Program funds under subpart A of this part or from any other Federal program administered by the Secretary—

> (1) Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but
>
> (2) Must maintain records that demonstrate that the Schoolwide Program, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the Schoolwide Program.

(e) Each State must—

> (1) Encourage schools to consolidate funds from other Federal, State, and local sources in their Schoolwide Programs; and
>
> (2) Modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources in their Schoolwide Programs.

(Authority: 20 U.S.C. 6314, 1413(a)(s)(D), 6396(b), 7703(d), 7815(c))
[67 FR 71720, Dec. 2, 2002; 68 FR 1008, Jan. 8, 2003]

Appendix M – Consolidating Funds in a Schoolwide Program

Consolidating Funds in a Schoolwide Program

Funding Source – Local
Supplemental levy

Funding Source –State
Public and Private State Grants
M&O State discretionary funds

Funding Source – Federal
ESEA, Title I, Part A : College and Career Ready Students - Title I Grants to LEAs
ESEA, Title I, Part C : Migrant Education-Basic State Grant Program
ESEA, Title I, Part D: Neglected and Delinquent Children and Youth Education
ESEA, Title II, Part A: Improving Teacher Quality
ESEA, Title II, Part B: Mathematics and Science Partnerships
ESEA, Title III, Part A: English Language Acquisition and Language Enhancement
ESEA Title IV, Part B: 21st Century Community Learning Centers
ESEA, Title VI, Part B: Flexibility and Accountability, Rural Education Initiative
Subpart 1 – Small, Rural School Achievement Program
Subpart 2 – Rural and Low-Income School Program
ESEA, Title VII: Indian, Native Hawaiian, and Alaska Native Education
ESEA, Title VIII: Impact Aid
ESEA, Title X, Part C Homeless Education

Appendix N – Sample Parent Compact

Sample Parent Compact

In a targeted assistance program, parent compacts are required for participating students. In a Schoolwide program, parents of all students are informed of Schoolwide implications. Schools have typically met this requirement by embedding within their Parent handbooks a section or letter asking for student, parent and teacher signatures. This has also been done in other school publications such as student assignment notebooks or calendars. Many schools include their policies and procedures and require a parent signature verification that the parent has read the information and is aware of the school policies etc. These sample questions could be included in that format as well.   The letter can be torn out of the book and returned to the school for their records.   Below are sample questions that meet the intent of the federal compliance.

Student: It is important that I do my best. I know my parents and teachers want to help me, but I am the one who has to do the work. So, I will:
- Believe that I can and will learn.
- Be responsible for my behavior.
- Give work and school papers to my parent/caregiver.
- Pay attention and ask for help when needed.
- Complete class work on time and to the best of my ability.

[optional] Name: _____Date:_____

Parent/Caregiver: I want my child to succeed. I will encourage him/her by doing the following:
- Encourage positive attitudes about school.
- Support the school discipline policy and school policies
- Make sure my child attends school regularly.
- Encourage my child to get enough sleep and to eat nutritious meals.
- Establish with my child a place and time to study and a daily reading time.

[optional] Name: _____Date:_____

Classroom Teacher: I understand the importance of the school experience to every student and my position as a teacher and a role model. I agree to:
- Be aware of your child's needs.
- Communicate with you about your child's progress frequently.
- Teach basic concepts and skills to your child to meet state student achievement standards.
- Motivate and encourage your child to practice academics at home.
- Hold parent/teacher conferences annually.
- Deliver high quality curriculum and instruction.
- Provide materials for home to enhance literacy and other academic subjects.

[optional] Name: _____Date:_____

School Principal/Building Administrator: I support and encourage student/parent/teacher compacts and partnerships. I will:
- Provide an environment that permits positive communication between the student, parent and teacher.
- Encourage teachers and parents to provide regular opportunities for practicing academics at school and at home.
- Provide equal and fair opportunities to access staff and the opportunity to volunteer.

[optional] Name: _____Date:_____

Appendix O – Unique Needs of Idaho's Migrant Students

Unique Needs of Idaho's Migrant Students

Title I-C Funds in Schoolwide Programs:

In reference to 200.29(c)(1)(i), Use these funds, ..., as identified through the comprehensive Statewide needs assessment under 200.83:

The comprehensive Statewide needs assessment, conducted from October 2008 to April 2010, identified the following unique needs for Idaho's Migrant students:

- Migrant students need to have opportunities to accrue adequate credits towards graduation.

- Migrant parents need to be able to participate as equal and effective partners with schools and communities in the academic preparation of their secondary school-aged children.

- Migrant students need to have equal access to extra and co-curricular activities.

- 28% more Migrant-LEP students need to score proficient or above on the Math ISAT to meet the State Target.

- 30% more Migrant-LEP students needs to be proficient or advanced on the Reading ISAT to meet the State Target.

- The culture of migrant students and their families needs to be more clearly promulgated in schools.

- The percentage of migrant parents who read to their pre-school students in their native language needs to be raised from 38% to 80%.

- Migrant preschool aged children need to develop the affective, cognitive, and psycho-motor skills necessary for academic success.

Documentation that the above needs have been met will be evidence of achieving ALL measurable program outcomes (MPOs), as outlined in the State Migrant Service Delivery Plan, to be completed October 2010 and implemented SY1112.

*For more information or clarification, please visit the Migrant Website at:
http://www.sde.idaho.gov/site/migrant_edu/