2016-2017

TITLE I, PART A SCHOOLWIDE PROGRAMS

STATEWIDE MONITORING SELF-ASSESSMENT TOOL

- INTRODUCTION

- REQUIRED COMPONENTS OF SCHOOLWIDE PLAN & GUIDING QUESTIONS

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DEPARTMENT of EDUCATION
Louisiana Believes

INTRODUCTION

The Louisiana Department of Education (LDOE), Division of Statewide Monitoring, supports engagement in self-monitoring as a method of analyzing the effectiveness of schoolwide programs under the Every Student Succeeds Act (ESSA). A schoolwide plan is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal of a robust schoolwide program is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards.

A schoolwide reform strategy requires that a school

1. establish a schoolwide planning team that includes input from school staff and the community,

2. conduct a comprehensive needs assessment,

3. identify and commit to specific goals and strategies that address those needs,

4. create a comprehensive plan, and

5. conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Local Education Agencies (LEAs) ranking in the low-moderate tier of monitoring for Title I, Part A and Title II, Part A under the LDOE's risk-based selection process must complete the attached self-assessment instrument. This activity is a method of self-monitoring the effectiveness of schoolwide programs against federal requirements. This activity is reserved for LEAs which have: demonstrated growth in statewide assessment proficiency for the economically disadvantaged subgroup, earned a school or district letter grade that does not fall beneath a C, and not shown a pattern of historical non-compliance.

The primary goal of the self-assessment is to identify strengths and weaknesses of those who participate in the development and implementation of schoolwide programs. However, this analysis should also reveal the strengths and weaknesses of your local education programs by evaluating its impact on student achievement. When completed with fidelity, we expect this activity will be helpful in identifying the root causes of performance and compliance issues in your school system. When coupled with other LEA planning activities, results should also help inform fiscal decisions as it relates to strategic and targeted use of federal funds.

In order to write an effective schoolwide plan, there are eight (8) mandatory components which must be included. We encourage the LEA to review the following sections and/or components to ensure appropriate measures have been taken prior to making a determination of compliance on the actual self-assessment tool.

Planning and Preparation

The LEA should identify key staff to serve on the self-assessment team. The team member selection is at the discretion of the LEA; however, LDOE recommends including knowledgeable and experienced individuals such as the Federal Program Director, program facilitators, principals, teachers, parents, or other stakeholders.

Schoolwide Plans

In order to have an effective schoolwide program, a schoolwide plan must be developed. The schoolwide plan is designed to capture in writing a focused and coherent design to reform the entire school, incorporating any other plans for individual programs within the school. The plan must address the schoolwide components, either separately or combined. The planning team should consider the following:

• Does the school already have a comprehensive plan? A school that has a functional and comprehensive plan for school improvement should build on the plan as long as the plan is based on a comprehensive needs assessment.

• How will the budget support the plan? The schoolwide plan should identify all of the resources that will be available to implement the schoolwide program. The budget should reflect the commitment of the staff to use all available resources, as allowed, to improve the achievement of all students. The programmatic distinctions between Title I and non-Title I should be phased out as the schoolwide program is implemented.

• How will the schoolwide plan accommodate changes over time? The plan should evolve and grow over time as changes occur inside and outside the school. A school should review and revise the plan as necessary, evaluating the plan at least annually.

• Who will monitor the implementation of the plan? Typically, the principal, teachers, parents, external technical assistance providers, representatives from the school and community, and representatives of programs from which funds have been consolidated should be included on a school team to monitor the plan implementation. Each member of the team should be knowledgeable about the purpose of schoolwide programs, the required components, and the contents of the schoolwide plan.

REQUIRED COMPONENTS OF SCHOOLWIDE PLAN

COMPONENT 1: Comprehensive Needs Assessment

A comprehensive needs assessment is a subcomponent of the actual schoolwide plan. The needs assessment is critical to developing a schoolwide program, as it reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including economically disadvantaged students; students from diverse racial and ethnic groups; students with disabilities; limited English Language Learners and migrant students. Below are steps which are important when planning, analyzing, and completing the comprehensive needs assessment process.

ESTABLISH A SCHOOLWIDE PLANNING TEAM

The schoolwide planning team should conduct or oversee the needs assessment process, lead the development of the schoolwide plan, and conduct or oversee the evaluation.

- Members should include school and district administrators, teachers representing different grades and content, other professional staff, guidance counselors, curriculum specialists, parents, community members and students (include secondary students, as applicable). However, the school must get input from parents and teachers at the minimum.

- Members should have a diverse set of skills and experience among the team members.

- Members should be knowledgeable about Title I programs and regulatory requirements.

- The schoolwide planning team could be an existing team to avoid duplication of effort and capitalize on experience and expertise. The existing team may need to be expanded to include all representative participants of the school.

- The schoolwide planning team could be a new team of which consideration should be given to the selection and recruiting process to ensure active and representative participation.

- Member roles and responsibilities should be established.

- Consideration should be given to leadership, shared leadership, meeting management, project organization, consensus building, training, and communication with representative groups.

CLARIFY THE VISION FOR THE PROCESS

- The vision should reflect the complete analysis of every part of the school from standard operating procedures to expectations for students.

- School staff should discuss what the reformed school will look like in terms of student success and how that vision differs from what currently exists.

- Discussion should include strengths and weaknesses the school should address to achieve meaningful change, improve student achievement, and attain the vision.

- A collective vision should be in response to understanding the purpose of the school, establishing the expectations for the students and responsibilities of the adults, agreeing to the importance of collaborations and partnerships, and understanding the commitment to continuous improvement.

CREATE A COMPREHENSIVE PROFILE OF THE SCHOOL

- A comprehensive profile is a data-driven description of the school's student, staff, and community demographics, programs, and mission.

- At a minimum the profile should include student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

IDENTIFY DATA SOURCES

The schoolwide planning team should be charged with gathering and organizing data. Data should be quantitative and qualitative and gathered from existing sources and new collection.

- Sound data analysis is an essential step to creating a schoolwide plan that accurately and realistically addresses the key reform issues the school faces.
- Objective reviewers from outside the schoolwide planning team should review the data and the team's interpretation of findings to ensure accurate conclusions.
- Stakeholders should see a clear connection between the information gathered and the conclusions made based on this information.
- The schoolwide planning team should summarize the data gathered, conclusions drawn and the needs that have emerged to share with all stakeholders.

COMPONENT 2: Schoolwide Reform Strategies

Schoolwide reform strategies are essential to the schoolwide planning process. Schoolwide reform strategies should

1. provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement,
2. use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program,
3. increase the amount and quality of learning time and help provide an enriched and accelerated curriculum,
4. include strategies for meeting the educational needs of historically underserved populations, and
5. 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 Standards who are members of the target population of any program that is included in the schoolwide program.

Instructional strategies and initiatives in the comprehensive plan must strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school. These strategies should also align and support the results of the needs assessment and must be evaluated for effectiveness.

COMPONENT 3: High Quality and On-going Professional Development

Professional development activities should be aligned with the needs of the students and school. It must be high quality, on-going, and sustainable. Job-embedded professional development includes opportunities for improving coaching and mentoring relationships at the school level. The primary focus of these activities should be to improve student achievement and activities must also be aligned with the schoolwide plan. Teachers and principals should actively participate in professional development activities. The effectiveness of these activities should be evaluated at set intervals.

COMPONENT 4: Strategies to Increase Parental Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. It is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. Parents must be involved in the planning, implementation, and evaluation of the schoolwide plan. The LEA should identify strategies which facilitate relationship building between parents and teachers. Also, the LEA should ensure communications are available in formats that are parent-friendly.

COMPONENT 5: Early Childhood Transition

Early childhood transition plans assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans for the evaluation of effective implementation should be in place.

COMPONENT 6: Use of Academic Assessments

The schoolwide planning process should include teachers in the decisions regarding the use of academic assessments in order to provide information on and to improve the achievement of individual students and the overall instructional program. Assessments should align with any required standards and be supported by student performance data. Results of these assessments should be used to identify at-risk students and provide supplemental instructional services as a results of any identified gaps.

COMPONENT 7: Effective and Timely Assistance to Struggling Students

Effective and timely assistance refers to proactively identifying students who struggle to perform at or above proficient levels on required standards. In order to render timely assistance to struggling students, activities should ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards must be implemented regularly and timely. The plan for rendering assistance to struggling students should meet the individual needs of students while being differentiated and data-driven.

COMPONENT 8: Coordination and Integration of Federal, State, and Local Services and Programs

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. Integration of resources may include utilization of resources from community partners while leveraging the support of federal, state, and local funds to support a more effective educational program. The LEA is encouraged to form coalitions with outside entities and seek the assistance of federal or state grants to support the continued improvement of academic programs in the LEA.

IDENTIFYING A SAMPLE

In order to complete this activity, the LEA must

1. identify all schools required to develop and implement a schoolwide plan,

2. identify a targeted sample of schools to analyze schoolwide plans from eligible Title I schools,

3. use the chart below to identify the number of schools the LEA is required to evaluate for completion of the self-assessment activity, and

4. record results on the Results Summary Report Form to ensure targeted correction of any non-compliance identified by school.

Total Number of Title I Schools	10 or less	11-100	100 or more
Schoolwide Plans Selected	1-5	10%	20%

CITATIONS

For the purpose of correcting non-compliance and identifying areas where compliance has been established, regulatory citations will appear. Citations included in this document refer to regulatory requirements determined to be most closely related to the area(s) being addressed. Citations included in this document are not intended to be inclusive of any regulations, but will rather broadly capture the intent of the component or standard being addressed.

Understanding Compliance and Correction

Documentation and Evidence: For each of the components on the self-assessment tool, a rubric is provided which includes a specific list of documentation (information to look at) and evidence (information to look for) that must be considered during the review of each standard. This information is provided as a guide for locating information that may assist in substantiating compliance. However, the LEA may use additional evidence when needed to support this process.

Addressing Compliance and Non-Compliance: For each item or question, click the box next to the item that best represents how the LEA's procedures or evidence of documentation compares to the standard or question being analyzed. A notation of "**Compliant**" indicates the LEA is in compliance with the specific regulatory requirement. The team should carefully review all documentation and evidence prior to making a final determination of compliance for each standard. A set of guiding questions have been included as part of the self-assessment review. The LEA should be able to respond to 90% of the guiding questions with a "yes" in order to select "Compliant" on a schoolwide plan Review Item. The LEA will be required to correct any instance of non-compliance by developing a plan for correction.

Correction of Non-Compliance: If LEA is non-compliant in any of the self-assessment standards, the LEA will be required to:
*   Document issues of non-compliance on the self-review score sheets provided;
*   Identify the steps the LEA will take to correct findings of non-compliance by developing a plan for correction on the results summary document provided;
*   Correct all instances of non-compliance;
*   Maintain documentation to validate the LEA has corrected all issues of non-compliance in the LEA's self-assessment files; and
*   Randomly conduct follow-up reviews to ensure non-compliance was corrected. If additional issues of non-compliance are noted, they must be corrected immediately.

TITLE I, PART A SCHOOLWIDE PROGRAMS (SWP) SELF-ASSESSMENT

Instructions: The self-assessment form below should be used to determine whether the LEA is compliant in three targeted areas. The LEA will make a determination of compliance for SWP-1, SWP-2, and SWP-3 after populating information onto the Schoolwide Plans Score Sheet. The Score Sheet will allow self-assessment team members to conduct a review of schoolwide plans at multiple selected schools, then record the results. **This should occur prior to making a determination of compliance.** The self-assessment results and any supporting documentation must be kept on file at the LEA. The Department reserves the right to request a review of this information at any time or may use information in subsequent years as part of the on-site monitoring review. The guiding questions that follow will assist in understanding the depth of each of the areas.

REVIEW ITEM: SWP-1   **REGULATION: ESEA SEC. 1114(b)(2)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plan • School budget	Does the school have a schoolwide plan and budget which aligns with the plan?

RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**
○ Schoolwide plans are available. ○ Schoolwide plans are aligned with school budget.	○ Schoolwide plans are unavailable. ○ Schoolwide plans are not aligned with the school budget. * *If SWP-1 is non-compliant; please use the attached document to guide efforts in writing a schoolwide plan.*

REVIEW ITEM: SWP-2   **REGULATION: ESEA SEC. 1114(b)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plans address the eight (8) federal statutory requirements.	Does the LEA ensure schoolwide plans are consistent with federal requirements? * *The LEA must determine whether every school in the sample has documentation of the eight (8) required components in order to make a determination of compliance for this review item. Guiding questions have been included to assist the LEA in understanding the depth of each of the required components.)*

RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**
○ Schoolwide plans address the federal statutory requirements. * *The above must be evident in order to substantiate compliance.*	○ Schoolwide plans do not address the federal statutory requirements. * *The above substantiates non-compliance.*

REVIEW ITEM: SWP-3   **REGULATION: ESEA SEC. 1114(b)(2)**

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Agendas • Sign-in sheets • Meeting notes • Schoolwide plan changes/revisions	Does the LEA ensure that each school reviews and revises the schoolwide plan as necessary?

RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**
○ Supporting documentation is available.	○ Supporting documentation is unavailable.

COMPONENT 1: Comprehensive Needs Assessment

Guiding Questions	Yes	No
Is planning seen as an on-going process that includes identifying needs, identifying interventions to address the needs, assessing the effectiveness of those interventions, and making revisions as needed?	O	O
Have you established a schoolwide planning team?	O	O
Has the planning team developed a collaborative working relationship among its members?	O	O
Has the planning team communicated with the groups it represents and the parents and community members who have a stake in the success of the Schoolwide Program?	O	O
Has the planning team developed a shared vision?	O	O
Has the planning team completed a thorough data analysis?	O	O
Have the strengths and weaknesses of the current school program been determined?	O	O
Does evidence gathered support staff assumptions about strengths and weaknesses?	O	O
Have root causes of the strengths and weaknesses been determined?	O	O
Does the data include a variety of quantitative and qualitative data?	O	O
Does the student data represent all student populations in the school particularly at-risk students?	O	O
Did the team consider multiple data sources, including cultural, environmental, attitudinal, behavior and academic?	O	O
Were key findings established for each data source?	O	O
Have reform priorities been identified?	O	O
Have the results of the needs assessment been used to develop the improvement plan?	O	O
Has the team ensured there is a direct alignment between needs assessment priorities and the development of the schoolwide plan goals and objectives?	O	O
Have the results of the needs assessment been used to set benchmarks for evaluation of the schoolwide plan?	O	O

COMPONENT 2: Schoolwide reform strategies that provide opportunities for all students to meet state standards

Guiding Questions	Yes	No
Are the strategies aligned and support the needs assessment?	○	○
Are the strategies aligned with improvement goals and objectives?	○	○
Does the school have the capacity to implement the strategies?	○	○
Is there a plan on how the implementation of the strategies will be monitored and by whom?	○	○
Have strategies been identified to increase the quality of instruction for all students?	○	○
Have strategies been identified to increase the quality of instruction for specified students at risk of not meeting the state standards?	○	○
Have strategies been identified to increase the quality of learning for students in need of additional learning time/intervention to meet or exceed the state standards?	○	○
Have strategies been identified to provide teachers with opportunities to improve effective teaching practices for all students to learn?	○	○
Do strategies include how teachers will determine if student needs are met?	○	○
Have strategies been identified to address non-academic student needs that enhance the learning process for all students?	○	○

COMPONENT 3: Plans for providing high-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff

Guiding Questions	Yes	No
Is the professional development aligned with the needs of the students and school?	○	○
Is the professional development high quality, on-going, and sustained?	○	○
Is the professional development job-embedded?	○	○
Does the professional development plan include opportunities such as mentoring, coaching, action research, and study groups?	○	○
Are professional development activities focused on increasing student performance?	○	○
Do all teachers, paraprofessionals, and administrators participate in professional development?	○	○
Is the professional development monitored and evaluated for effectiveness?	○	○

COMPONENT 4: Strategies to increase parental involvement

Guiding Questions	Yes	No
Are parents involved in the planning, implementation, and evaluation of the schoolwide program?	○	○
Have strategies been identified to increase parental capacity to help their children do well in school?	○	○
Do strategies address effective and on-going communication between parents and teachers?	○	○
Have strategies been identified to improve collaboration with the community?	○	○
Are communication materials available in formats and languages that parents can understand?	○	○

COMPONENT 5: Plans for assisting preschool children transition from early childhood programs

Guiding Questions	Yes	No
Does your school collaborate with the preschool programs in your attendance area?	O	O
Have strategies been identified for effective transition from preschool to elementary school?	O	O
Is professional development available for preschool teachers and parents?	O	O
Does professional development address the skills children will need to enter kindergarten?	O	O
Does the plan include an evaluation component to measure the effectiveness of strategy implementation?	O	O

COMPONENT 6: Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, student achievement and the overall instructional program

Guiding Questions	Yes	No
Are teachers, administrators, and parents involved in the interpretation of assessments?	O	O
Have you ensured that assessments align with the state standards?	O	O
Is student performance data used to modify and improve the selection and use of assessments?	O	O
Are assessments used to identify at-risk students and provide appropriate programming/instruction?	O	O

COMPONENT 7: Activities to provide effective, timely additional assistance to struggling students

Guiding Questions	Yes	No
Does your school identify students experiencing difficulty mastering the state standards?	O	O
Does the school use multiple assessments to evaluate student progress?	O	O
Is additional support provided for students experiencing difficulty mastering the state standards?	O	O
Is the additional support regular, timely, and effective?	O	O
Are additional interventions designed to meet the individual needs of students?	O	O

COMPONENT 8: Coordination and integration of federal, state, and local services and programs

Guiding Questions	Yes	No
Has the school considered the integration of Federal, State, and local funds to provide a more effective educational program?	O	O
Does the school coordinate services and programs to deliver a more effective education program?	O	O

LOCAL EDUCATION AGENCY SELF-ASSESSMENT FILE REVIEW
TITLE I, PART A SCHOOLWIDE PLAN (SWP) – SCORE SHEET

Information			
LEA Name:		**Required Sample Size:**	
Total number of schools reviewed is indicated below.			
Elementary (E) Schoolwide Plans	**Middle (M) Schoolwide Plans**	**High School (H) Schoolwide Plans**	**Schoolwide Plans Total**

Instructions: List the names of the Title I schools selected for schoolwide plan reviews. Select "Compliant" if requirement is met. Select "Non-Compliant" if requirement is NOT met. When selecting schools, at least half (50%) of the schools selected must be low achieving schools having earned a school letter grade of D or F on the most recent School Report Card. The additional schools in the selected sample may be chosen from high performing Title I schools.

Title I School	SWP-1 ESEA Sec. 1114(b)(2)	SWP-2 ESEA Sec. 1114(b)	SWP-3 ESEA Sec. 1114(b)(2)	Comments of Noted Non-Compliance Requiring Correction
Insert Title I School Name	O Plan O Budget	O Comprehensive Needs Assessment O Reform Strategies O PD Plans O Parental Involvement Strategies O Preschool Transition (*may not apply*) O Academic Assessments O Effective and Timely Assistance O Integration of Funds	O Developed, reviewed, and revised	Insert notes or information that can be used as part of CAP, if necessary
	O Compliant O Non-compliant	O Compliant O Non-compliant	O Compliant O Non-compliant	
	O Compliant O Non-compliant	O Compliant O Non-compliant	O Compliant O Non-compliant	
	O Compliant O Non-compliant	O Compliant O Non-compliant	O Compliant O Non-compliant	
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TITLE I, PART A SCHOOLWIDE PLANS (SWP) SELF-ASSESSMENT
RESULTS SUMMARY REPORT FORM

Instructions: The Results Summary Report Form must be completed and reviewed by the LEA self-assessment team. This form should be used by the self-assessment team to record results and information collected by school as it relates to schoolwide plans and budgets. The Schoolwide Plan Score Sheet should be completed prior to completing this document. **Below are specific instructions for documenting and addressing compliance issues for each of the self-assessment Review Items.**

Schoolwide Plans Documentation Review

• Indicate the total number of schoolwide plans reviewed in the LEA.

• Indicate whether the LEA is compliant or non-compliant for each Review Item by entering the appropriate information in the fillable fields below.

• For any instance of non-compliance, a plan of correction is required.

• The plan of correction should include the following components: action steps for correcting non-compliance, personnel responsible, evidence of completion, and date of completion. A plan of correction may be developed separately by school or collectively by Review Item for each school.

Review Item – Schoolwide Plan Programs							
Review Item	Total Schoolwide Plans Reviewed	Number Compliant	Number Non-Compliant	Percent Compliant	Plan of Correction	Date Completed	Regulation
SWP-1							ESEA Sec. 1114(b)(2)
SWP-2							ESEA Sec. 1114(b)
SWP-3							ESEA Sec. 1114(b)(2)