

Delaware Department of Education

Schoolwide Plan Components,

Guidance & Guiding Questions

Schoolwide Plan

A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The 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. A schoolwide reform strategy requires that a school:

- *Establish a Schoolwide Planning Team that includes input from school staff and the community;*
- *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.*

Core Elements of Schoolwide Programs:

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

Plan Requirements*:

1. A school wishing to operate as a Schoolwide Program must undertake a specified yearlong planning process.
2. The school must create a comprehensive plan. A school with an existing plan may update and revise the school's current plan to ensure the plan incorporates the required statutory elements.
3. The plan must contain a comprehensive needs assessment.
4. The plan must contain specific goals, measurable objectives and strategies that address the identified needs.
5. The plan must address the 10 Components for Schoolwide Programs.

*Prior to developing a Schoolwide Plan, the LEA must notify the SEA Title I Director of intent to operate a Title I Schoolwide Program.

Steps in Completing a Comprehensive Needs Assessment:

1. 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 (secondary schools), 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.
2. Clarify the vision for reform.
 - A shared vision is an essential component of a school's culture and the school culture should be addressed for true reform.
 - Vision should reflect the complete reengineering of every part of the school from standard operating procedures to expectations for students.
 - School staff should discuss what the reform school will look like in terms of student success and how that vision differs from what currently exists.
 - Discussion should include strengths and challenges 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.
3. Create a comprehensive profile of the school.
 - The school needs an understanding of its current status and the gap between the now and the vision.
 - A comprehensive profile is a data-driven description of the school's student, staff, and community demographics, programs, and mission.
 - The profile provides the focus for the needs assessment.

- At a minimum the profile should include student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.
4. Identify data sources.
 - The team should be charged with gathering and organizing data.
 - Data should be quantitative and qualitative and gathered from existing sources and new collection.
 5. Analyze data.
 - 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 school 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 planning team should summarize the data gathered, conclusions drawn and the needs that have emerged to share with all stakeholders.

Writing a Schoolwide Plan:

The Schoolwide Plan is designed to capture in writing a focused and coherent design to reform the entire school, subsuming 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:

1. *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.
2. *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.
3. *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.
4. *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 school plan.

Evaluating a Schoolwide Plan:

The Schoolwide Plan must be evaluated annually. The evaluation must determine whether the Schoolwide Program was effective in increasing the achievement of students in meeting the State Standards, particularly those students who had been furthest from achieving the Standards. The

Schoolwide Plan must be revised based on the evaluation to ensure continuous improvement of student achievement. 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.

Schoolwide Components:

Component 1 - Comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State Standards.

The needs assessment is critical to developing a Schoolwide Program, as it reveals the priority areas on 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 needs assessment is based on academic information about all students in the school, including economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; limited English proficient students and migrant students.

Component 1 corresponds to Success Plan – **Needs Section**.

Guiding Questions	Yes	No
Have you established a common understanding of the role of systemic planning in school reform?		
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?		
Have you established a schoolwide planning team?		
Has the planning team developed a collaborative working relationship among its members?		
Has the planning team coordinated with other committees in the school and district?		
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?		
Has the planning team developed a shared vision?		
Does the vision represent stakeholder input?		
Does the vision support the mission of the school?		
How will the vision impact the culture of the school?		
Has the planning team completed a thorough data analysis?		
Has the strengths and challenges of the current school program been determined?		
Does evidence gathered support staff assumptions about strengths and needs?		
Have root causes of the strengths and needs been determined?		
Has additional information been gathered to fill in the gap in information?		
Does the data include a variety of quantitative and qualitative data?		
Does the data gathered include student, staff, school, parent and community?		
Does the student data represent all student populations in the school?		
Did the team consider multiple data sources, including cultural, environmental, attitudinal, behavior and academic?		
Does the data analysis include trends over time?		
Did the team extract detailed information from summative assessments?		
Does the data present an accurate picture of the school?		

Were key findings established for each data source?		
Have reform priorities been identified?		
Have the results of the needs assessment be used to develop the improvement plan?		
Has the team ensured there is a direct alignment between needs assessment priorities and the development of the schoolwide plan goals and objectives?		
Have the results of the needs assessment been used to set benchmarks for evaluation of the schoolwide plan?		

Component 2 - Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement; use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations; 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, which may include counseling, pupil services, mentoring services, college career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and the integration of vocational and technical education programs; and are consistent with, and are designed to implement the State and local improvement plans.

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.

Component 2 corresponds to Success Plan – **Goals to Strategies Section** and School Improvement Grant* – Section 5 – **Descriptive Information**.

Guiding Questions	Yes	No
Are the strategies aligned and support the needs assessment?		
Are the strategies aligned with improvement goals and objectives?		
Are the strategies scientifically research-based?		
Does the school have the capacity to implement the strategies?		
Have measures been identified to monitor progress with implementation of the strategies?		
Is there a plan on how the implementation of the strategies will be monitored and by whom?		
Have strategies been identified to strengthen the core academic program?		
Have strategies been identified to increase the quality of instruction for all students?		
Have strategies been identified to address the learning needs of 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 quantity 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 - Instruction by highly qualified teachers

High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. 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.

Component 3 corresponds to School Improvement Grant* – Section 5 – **Descriptive Information**.

Guiding Questions	Yes	No
Do all teachers and paraprofessionals meet the highly qualified requirements?		
Have steps been taken to make all parents aware of the highly qualified status of all teachers?		
Have strategies been identified to ensure all teachers and paraprofessionals meet the highly qualified requirements?		
Are all teachers assigned to the areas in which they are certified to teach?		
Do the qualifications of the staff match the identified needs of the students in the school?		
Have strategies been identified to improve teacher quality and effectiveness?		

Component 4 – High quality and on-going 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 Standards.

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.

Component 4 corresponds to Success Plan – **Goals to Strategies Section** and School Improvement Grant* – Section 5 – **Descriptive Information**.

Guiding Questions	Yes	No
Is the professional development aligned with the needs of the students and school?		
Are the professional development goals of the school and district aligned?		
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 your professional development activities focused on the needs of students to enable all students to meet the State Standards?		

Are professional development activities focused on increasing student performance?		
Are the professional development goals aligned with the Schoolwide Plan?		
Do all teachers, paraprofessionals and administrators participate in professional development?		
Are parents, when appropriate included in professional development activities?		
Is the professional development monitored and evaluated for effectiveness?		

Component 5 – Strategies to attract high-quality 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.

Component 5 corresponds to Success Plan – **Goals to Strategies Section** and School Improvement Grant* – Section 5 – **Descriptive Information**.

Guiding Questions	Yes	No
Have strategies been identified to attract highly qualified teachers?		
Have strategies been identified to retain highly qualified teachers?		
Have strategies been identified to support teachers in their efforts to become highly qualified?		

Component 6 – 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 Program.

Component 6 corresponds to Success Plan – **Goals to Strategies Section**.

Guiding Questions	Yes	No
Are parents involved in the planning, implementation and evaluation of the Schoolwide Program?		
Are parents included in all school decisions?		
Does the parent compact address all parents, students and teachers?		
Does the parent compact reflect a true partnership between home and school?		
Have strategies been identified to increase high levels of parental involvement?		
Have strategies been identified to sustain high levels of parental involvement?		
Have strategies been identified to increase parental capacity to help their children do well in school?		
Do strategies include professional development for parents that is directly related to their child's need?		
Do strategies address effective and on-going communication between parents and teachers?		
Have strategies been identified to improve collaboration with the community?		

Does the Schoolwide Plan address how parent involvement strategies will be monitored for effective implementation?		
Are parent involvement data used to inform the decision-making process?		
Are communication materials available in formats and languages that parents can understand?		

Component 7 – Plans for assisting 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.

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.

Component 7 corresponds to Success Plan – **Goals to Strategies Section** and School Improvement Grant* – Section 5 – **Descriptive Information**.

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

Component 8 – Measures to 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.

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-year course tests.

Component 8 corresponds to Success Plan – **Goals to Strategies Section** and to School Improvement Grant* – Section 5 – **Descriptive Information**.

Guiding Questions	Yes	No
Are teachers and administrators involved in the selection and use of school, district and State assessments?		
Are parents involved in the selection and use of assessments?		
Are teachers, administrators and parents involved in the interpretation of assessments?		

Have you ensured that assessments align with the State Standards?		
Is student performance data used to modify and improve the selection and use of assessments?		
Are assessments used to identify at risk students and provide appropriate programming/instruction?		
Are teachers provided high quality, on-going and sustained professional development to increase their understanding of appropriate uses of assessment measures to improve instruction?		

Component 9 – Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards 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.

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.

Component 9 corresponds to Success Plan – **Goals to Objectives and Measures Sections.**

Guiding Questions	Yes	No
Does your school identify students experiencing difficulty mastering the State Standards?		
Has your school developed an assessment schedule to identify students experiencing difficulty mastering the State Standards?		
Does the school use multiple assessments to evaluate student progress?		
Are assessments used to modify instruction to ensure every student is receiving appropriate supports?		
Is additional support provided for students experiencing difficulty mastering the State Standards?		
Is the additional support regular, timely, and effective?		
Are additional interventions designed to meet the individual needs of students?		
Is differentiated instruction a regular component of every teacher’s core instruction?		
Are teachers provided with regular collaboration time?		
Do teachers focus on data analysis and improving instructional practice during collaboration time so all students will master the State Standards?		

Component 10 – 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.

Component 10 corresponds to School Improvement Grant* – Section 3 – **Programs**, Section 5 – **Descriptive Information**, and Section 6 – **Budget**.

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

*If the school is not applying for a school improvement grant, the school will need to provide the information in another format.