ILLINOIS STATE BOARD OF EDUCATION

MANUAL FOR THE COMPLETION OF
THE COMPREHENSIVE PLAN

For a
SCHOOLWIDE PROGRAM

Edited by
Evelyn Deimel and Tammy Greco
Division of Innovation and Improvement

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777

2010
TABLE OF CONTENTS

TABLE OF CONTENTS.............................................................................................................. 2

FORWARD ........................................................................................................................................ 2

OVERVIEW..................................................................................................................................... 4

INTRODUCTION.......................................................................................................................... 5

CREATING THE COMPREHENSIVE SCHOOLWIDE PLAN......................................................... 6
   COVER PAGE (page 1 of the template) ...................................................................................... 6
   DISTRICT ASSURANCES (page 2 of the template) ................................................................. 6
   DEMOGRAPHICS (page 3 of the template) .............................................................................. 6

THE SCHOOLWIDE PLAN ........................................................................................................... 6

I. SCHOOLWIDE REFORM STRATEGIES ..................................................................................... 6
   COMPREHENSIVE NEEDS ASSESSMENT .............................................................................. 6
   1) Establish a Schoolwide Planning Team ............................................................................ 7
   2) Clarify the Vision for Reform ............................................................................................ 7
   3) Create the School Profile .................................................................................................. 7
   4) Identify Data Sources ....................................................................................................... 8
   5) Analyze the Data ............................................................................................................. 8

SCHOOL REFORM GOALS AND STRATEGIES....................................................................... 8

II. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS .............................................................. 10

III. PARENTAL INVOLVEMENT .................................................................................................. 10

IV. ADDITIONAL SUPPORT ....................................................................................................... 11

V. TRANSITION .......................................................................................................................... 11

SUMMARY .................................................................................................................................... 12

RESOURCES ............................................................................................................................... 13

SUMMARY .................................................................................................................................... 13

RESOURCES ............................................................................................................................... 14

FORWARD

The intent of this manual is to provide guidance for a school during the year of planning required of a school moving from a Targeted Assistance Program to a Schoolwide Program. It is not the purpose of this manual to present the advantages of a Schoolwide Program; it is assumed that the school district has already determined that the school meets the requirements and the students would benefit from such a program.
In addition to 34 CFR 200 and Section 1114 of the No Child Left Behind Act of 2001 (NCLB), there are three documents integrated into the design of this document. To view these three documents, visit the Schoolwide Programs web link: http://www.isbe.net/grants/html/title1.htm.


Excerpts are cited to provide additional information in the completion of appropriate sections of the Schoolwide Plan. In some sections, references are made to pages within these documents.

The following description, found in the Introduction of *Designing Schoolwide Programs Non-Regulatory Guidance of March 2006* (2-3), provides the focus for the creation of the schoolwide program comprehensive plan.

A schoolwide program is a comprehensive reform strategy 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.

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, 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, 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.
OVERVIEW

The regulations [34 CFR 200.28] place the ten components of a schoolwide program into five broad groups: schoolwide reform strategies, instruction by highly qualified teachers, parental involvement, additional support for students who need it, and transition. The Schoolwide Plan utilizes this framework to meet the requirement to create a comprehensive plan for reforming the total instructional program of the school. The following outline shows where the ten components of a schoolwide program will be addressed within The Schoolwide Plan.

I. SCHOOLWIDE REFORM STRATEGIES

(A) 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).

(B) Schoolwide reform strategies that 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); that use effective methods and instructional strategies based on scientifically based research; that 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 that are consistent with, and are designed to implement, the State and local improvement plans.

II. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

(C) Instruction by highly qualified teachers.

(D) In accordance with section 1119 and subsection (a)(4), 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 who are members of the target population of any program that is included in the schoolwide program.

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

III. PARENTAL INVOLVEMENT

(F) Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

IV. ADDITIONAL SUPPORT

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) 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.

V. TRANSITION

(G) 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

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

INTRODUCTION

In general, this manual provides guidance for completing The Schoolwide Plan template. It is designed to lead the school planning team through the process from the Comprehensive Needs Assessment through the writing of the plan in which the ten components are addressed. There are specific instructional sections that reoccur throughout the document to provide continuity.

1) For each of the five broad groups, the related section of the regulation [34 CFR 200.28] is provided.

2) A brief explanation follows, sometimes with direct excerpts from the Elementary and Secondary Education Act of 2001 (ESEA) also known as the No Child Left Behind Act (NCLB).

3) Reference to additional information is provided to enhance the design of the specific section. (♦)

4) Corresponding sections of the template, worksheets, and attachments are indicated. (➢)

The template for The Schoolwide Plan contains the following sections that are discussed in the remaining document.

Cover Page
District Assurances
Demographics
The Ten Components
CREATING THE COMPREHENSIVE SCHOOLWIDE PLAN

COVER PAGE (page 1 of the template)

District Information
Provide all the information as requested in this section.

School District Mission Statement
The School District’s Mission Statement should reflect its commitment to ensure that all children meet the State’s learning standards.

School’s Vision For Change
The school’s vision for change drives the reform strategies.

DISTRICT ASSURANCES (page 2 of the template)

The school district must verify through the assurances that the school completed a comprehensive plan in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider under Section 1117 of NCLB. Further, the school district must assure that it will continue to assist the school with the implementation and annual evaluation of the schoolwide plan.

The date that the local Board of Education approved the Schoolwide Plan must be provided.

DEMOGRAPHICS (page 3 of the template)

This section is a portrait of the existing school that is currently receiving Targeted Assistance and is planning to move to a Schoolwide Program. Complete this section using the instructions provide.

THE SCHOOLWIDE PLAN

I. SCHOOLWIDE REFORM STRATEGIES

COMPREHENSIVE NEEDS ASSESSMENT

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 Sec. 200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State’s academic standards under Sec. 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 Sec. 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.

[34 CFR Sec. 200.26]

Designing Schoolwide Programs suggests and highly recommends the following structure in conducting a Comprehensive Needs Assessment:
1) establish a schoolwide planning team;
2) clarify the vision for reform;
3) create the school profile;
4) identify data sources; and
5) analyze the data.

1) Establish a Schoolwide Planning Team
Section 1114 (b)(2)(B) NCLB identifies the required and optional members of the schoolwide planning team.

_The comprehensive plan shall be_ —
(ii) _developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school._

➢ Complete ATTACHMENT A. - SCHOOLWIDE PLANNING PARTICIPANTS, page 18 of the template.

2) Clarify the Vision for Reform
The school staff should participate in clarifying the vision for reform. On page 10 of _Designing Schoolwide Programs_, there are questions that direct the staff’s task to identify what the school’s culture currently looks like and what the staff envisions for the reformed school. The discussion goes on to suggest that a shared vision is _... an essential component of a school’s culture, and that culture is what should be addressed for the school to truly reform._

➢ Complete School’s Vision for Change, page 1 of the template.

3) Create the School Profile
The school identifies the gap between what currently exists and what should exist when the school reform is finalized. To create the school’s profile, the planning team conducts the Comprehensive Needs Assessment that will focus on the following factors that have the most potential to impact the individual student’s achievement.

- **Student Needs**: test scores in aggregate and subgroups; dropout rates, student mobility, attendance rates, and graduation rates
- **Curriculum and Instruction**: curriculum that aligns with student needs and with achievement; instruction that addresses learning styles of all students
- **Professional Development**: teacher qualifications, nature of professional development, and planning time for teachers
- **Family and Community Involvement**: communication with parents about student achievement, parent involvement in decision, support provided to families/business partners
- **School Context and Organization**: contextual information for framing the school’s vision, mission, and decision-making structure

➢ To learn more about Comprehensive Needs Assessments, visit the following web page and select the last entry, _NCLB Needs Assessments_: http://www.isbe.net/grants/html/title1.htm.
4) Identify Data Sources
The planning team will determine the sources that provide quantitative data, such as items mentioned under Student Needs in the previous paragraph. Collecting qualitative data, using instruments such as those that identify attitudes and perceptions, may require the planning team to create specific surveys or to locate instruments appropriate for their uses.

The planning team should carefully consider the instruments for data collection, the populations to be surveyed, a methodology for compiling information, and the most effective display of the information in an understandable format.

♦To learn more about data sources, read Designing Schoolwide Programs, pages 13 -14 and reference A Guide to Comprehensive Needs Assessment, page 8.

5) Analyze the Data
Sound data analysis is an essential step in moving from information gathering to the creation of a schoolwide plan that accurately and realistically addresses the key reform issues the school faces. (Designing Schoolwide Programs, page 14)

The analysis of the data is an important step in the process since it brings into focus the gap between what the school envisions for itself and what currently exists. The issues that have the most impact on student achievement will become evident as the planning team identifies the strengths and weaknesses of the current school program.

Once the planning team has verified the accuracy of the data and the findings, it is important that the information is shared with the stakeholders. This information will become the foundation for the goals and strategies for reform.


SUMMARY OF ACTIONS REQUIRED FOR THE COMPLETION OF THE COMPREHENSIVE NEEDS ASSESSMENT
1) Conduct surveys.
2) Look at State data and local data.
3) For each factor, analyze the data (strengths and weaknesses), provide data sources, and state findings.
4) Select one or two findings for each of the focus areas.
5) Indicate the priority for addressing each finding (high, medium, or low).

♦To learn more about these five steps, read Designing Schoolwide Programs, pages 7-13, and An Idea Book on Planning, pages 35 - 41.

♦To learn more about clarifying needs and finding research-based strategies, read An Idea Book on Planning, pages 50-53.

➢ Complete Worksheet 1a – SUMMARY OF SCHOOL’S STRENGTHS AND WEAKNESSES and Worksheet 1b – IDENTIFICATION OF PRIORITIES, pages 21 – 22 of the template.
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.

Designing Schoolwide Programs suggests that instructional strategies and initiatives have these characteristics:

- have their basis in 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.

These strategies support goals that are clear, limited in number, focused on student success, realistic, and achievable within a realistic time frame. The schoolwide plan will contain both student achievement goals and program goals that address how the school will operate in order to enhance student achievement.

To learn more about effective strategies and measurable goals, read Designing Schoolwide Programs, pages 18-21, and An Idea Book on Planning, pages 50-56.

A Guide for Comprehensive Needs Assessment describes a strategy for planning that is connected to a needs assessment and needs analysis using SMART goals. SMART means goals that are:

- Specific
- Measurable
- Attainable
- Realistic
- Timely

To obtain a thorough understanding of this process, and before completing the section on Goals and Strategies, read pages 15 through 19 in A Guide for Comprehensive Needs Assessment.

Complete GOALS AND STRATEGIES section of schoolwide plan template, page 5 of the template.

To learn more about the ten components, read Designing Schoolwide Programs, pages 16-18, and An Idea Book on Planning, pages 57-65.
II. **INSTRUCTION BY HIGHLY QUALIFIED TEACHERS**

(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 Sec. 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 Sec. 200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

[34 CFR Sec. 200.28]

All teachers of core academic subjects in a schoolwide program must be highly qualified. In addition, all instructional paraprofessionals must also meet the requirements set forth in Section 1119. In this section, the school identifies all professionals and paraprofessionals who will work with the students at the school to ensure that they have a greater opportunity to meet the state’s academic standards.

The school describes the high-quality and ongoing professional development planned for teachers, principals, paraprofessionals, and other staff and parents, as appropriate, to enable students to meet the academic standards set by the State.

To address the issue of low-performing schools with disproportionate numbers of teachers who are not highly qualified, the Act requires the school district to employ highly qualified teachers. The school will identify the strategies to attract and retain highly qualified teachers.

➢ Complete **INSTRUCTION BY HIGHLY QUALIFIED TEACHERS** section of schoolwide plan template, pages 6-9 of the template.

III. **PARENTAL INVOLVEMENT**

(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 Sec. 200.2.

[34 CFR Sec. 200.28]

Parental involvement is key to the academic achievement of all children but especially for those children furthest from reaching academic attainment of the State’s learning standards. Parents, therefore, must be involved in the creation and improvement of the schoolwide plan, and the schoolwide plan must address how the school will increase parental involvement, especially in their understanding of the results of academic assessments.
A well-developed and timely Parent Survey provides the school with a clearer understanding of parents’ perceptions about their children’s learning experiences and, at the same time, informs the school about the extent to which it must design strategies for improving parent involvement.

- Complete PARENTAL INVOLVEMENT section of schoolwide plan template, pages 10-12 of the template.

**IV. ADDITIONAL SUPPORT**

(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 Sec. 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.

[34 CFR Sec. 200.28]

Each school planning to become a schoolwide program must ensure that all teachers have the knowledge required to participate in decisions regarding academic assessments that will be implemented. Further, the teachers must become involved in the decisions regarding the use of specific academic assessments that will be implemented to obtain information about the achievement of individual students and the impact of the instructional program on achievement outcomes.

The school should have a process for identifying students who experience difficulty mastering the proficient or advanced levels of academic achievement standards, for utilizing sufficient information to identify the appropriate assistance, and measures to provide that the assistance is effective and delivered in a timely manner.

- Complete ADDITIONAL SUPPORT section of schoolwide plan template, pages 13-14 of the template.

**V. TRANSITION**

(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.

[34 CFR Sec. 200.28]

This section addresses the concept of a continuum of learning for at-risk children who are attending preschool prior to enrollment in an elementary school. The foundations of learning that the at-risk children experience in the preschool programs are strengthened by the coordination and integration of services during transition to elementary school.

- Complete TRANSITION section of schoolwide plan template, pages 15-16 of the template.

Moving from a Targeted Assistance Program to a Schoolwide Program enables a school to utilize Federal, State, and local funds for student needs rather than for specific funding targets. Through a comprehensive plan that addresses the comprehensive needs of all children within the school, a schoolwide program can merge most federal programs and activities to support the design for school reform.
Schoolwide programs are expected to use the flexibility that is made available to them. The optimum utilization of available funds increases a school's ability to implement a schoolwide program that is supported with high quality teachers, support staff, and resources that impact the success of students in meeting the State's academic learning standards.

To learn more about combining funds, read An Idea Book on Planning, pages 26-31.

Complete ATTACHMENT B.

SUMMARY

Successful schoolwide programs reflect the vision and mission of the school as a learning community. The year of planning brings focus to the educational priorities established by the school's planning team, representing the school and community. With the information obtained through student assessments, surveys, profiles, and interviews, the planning team determines appropriate goals and objectives for effecting the desired changes in the school's culture. The whole school, but especially the teachers and paraprofessionals, implements the curriculum/instructional reforms that provide a focused academic program within the school. The schoolwide program provides all students, especially those at risk of not meeting the State's student academic standards, a learning experience that will enable them to meet the State's challenging learning standards.

The Comprehensive Plan is the creation of the planning team; however, it must be made available for review by the school and community prior to approval by the school district's board of education. Once implemented, the school must conduct a yearly evaluation of the Plan to determine to what extent the goals and objectives are being met. The role of the Illinois State Board of Education (ISBE) is limited to providing technical assistance during the planning and implementation process.
RESOURCES

Title I, Part A Schoolwide Program

http://www.isbe.net/grants/html/title1.htm

- No Child Left Behind Legislation – All Sections
- No Child Left Behind Legislation – Section III4 – Schoolwide Programs
- No Child Left Behind Legislation – Section III5 – Targeted Assistance Schools
- Designing Schoolwide Programs – U.S. Department of Education – Non-Regulatory Guidance, March 2006
- Federal Register / Vol. 69, No. 127 / Friday, July 2, 2004 / Notices / U.S. Department of Education: Notice Authorizing Schoolwide Programs to Consolidate Federal Education Funds and Exempting Them from Complying with Statutory or Regulatory Provisions of Those Programs
- Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide
- Illinois State Board of Education E-Bulletin No. 04-08 Schoolwide Programs and Targeted Assistance School Programs
- Illinois State Board of Education 23 Illinois Administrative Code 100 Subtitle A Subchapter c Title 23: Education and Cultural Resources Subtitle A: Education Chapter I: State Board of Education Subchapter c: Finance Part 100 Requirements for Accounting, Budgeting, Financial Reporting, and Auditing:
- A Guide for Comprehensive Needs Assessment – Southwest Comprehensive Center at WestEd
- NCLB Needs Assessments – Office of Federal Program Administration – Colorado Department of Education

Parent Involvement

http://www.isbe.net/grants/html/parent_adi.htm#parent

A School Community Survey for the School-Based Team, Parent Involvement Analysis – Illinois State Board of Education with Academic Development institute

School-Parent Compact Information