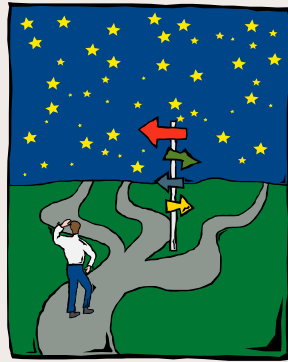


Building State Capacity to Improve Schools: CSR and Title I



Atlanta, Georgia
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Schoolwide Programs – Major Components

Needs Assessment



Comprehensive Plan



Evaluation/Annual Review

Schoolwide Programs – The Needs Assessment

Key Words/Concepts:

Comprehensive	Data-driven
On-going	Purposeful
Participatory	Achievement Focused
Vision	Reflects Change

Continuous Improvement

Schoolwide Programs – The Needs Assessment – Five-step Process

- Establishing a Schoolwide Planning Team
- Clarifying the Vision for Reform
- Creating the School Profile
- Identifying Data Sources
- Analyzing Data

Schoolwide Programs – The Needs Assessment – Step 1

Establishing a Schoolwide Planning Team

Questions:

- Is there an existing team in place
- If new team – how to be constituted

Issues:

- How will the work be organized
- Communication with constituent groups and stakeholders
- Autonomy of the group

Schoolwide Programs – The Needs Assessment – Step 2

Clarifying the Vision for Reform

Key Questions:

- What is the purpose
- What are our expectations for students
- What are the responsibilities of the adults in the school
- How important are collaboration and partnerships
- How are we committed to continuous improvement

Schoolwide Programs – The Needs Assessment – Step 3

Creating the School Profile

Key Factors:

- Student Needs
- Curriculum and Instruction
- Professional Development
- Family and Community Involvement
- School Context and Organization

Schoolwide Programs – The Needs Assessment – Step 4

Identifying Data Sources

Keep in Mind:

- Qualitative and quantitative data are both necessary
- Maintain confidentiality
- Don't gather more information and data than you need
- Explain why data is being gathered

Schoolwide Programs – The Needs Assessment – Step 5

Analyzing Data

Questions to Ask:

- What are the strengths and challenges of the current school program
- Does the evidence gathered support staff assumptions about the strengths and needs of the school
- Are there information gaps; is there more we need to know
- What priorities does the data and information suggest

Schoolwide Programs – The Needs Assessment – Qs and As

B-1 How is the needs assessment related to the comprehensive plan and the evaluation/annual review?

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

Schoolwide Programs – The Needs Assessment – Qs and As

B-2 Must every school spend the entire year planning before implementing a schoolwide program?

In general, every school that plans to operate a schoolwide program is required to spend the 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 (§1114(b)(2)(B)(i)(1) of Title I of the ESEA).

Schoolwide Programs – The Needs Assessment – Qs and As

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 school wide program (§1114(b)(1)(A) of Title I of the 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.

Schoolwide Programs – The Needs Assessment – Qs and As

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 its 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.

Schoolwide Programs – The Needs Assessment – Qs and As

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** (secondary schools). (§1114(b)(2)(B)(ii) of Title I of the ESEA)

A graphic of a spiral-bound notebook with a brown cover and a light beige page. The spiral binding is on the left side. The text is written on the page.

Schoolwide Programs – Bill’s No No’s

Only converting to a schoolwide for the fiscal flexibility to free up some dollars

Referring to your “Title I” teachers and your “Title I “ students”

Putting a sign over a classroom door that says “Title I teacher” or “Title I Classroom”

Forgetting about the most-at-risk students in a school because in a schoolwide (as in all schools) we are responsible for the achievement of all of our students