

Schoolwide Planning Clarification Document

2011-12



Introduction

“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 common characteristics, including:

- *A clear focus;*
- *High expectations for students and staff;*
- *An environment focused on learning;*
- *Strong leadership;*
- *Curriculum, instruction, and assessments aligned with standards;*
- *High-quality professional development;*
- *A collaborative spirit and collaborative structures;*
- *Meaningful parental involvement; and*
- *A commitment to continuous review and improvement.*

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 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.”

--Designing Schoolwide Programs, Non-Regulatory Guidance, March 2006

This entire document is structured based on the requirements of the legislation and laid out in accordance with the Schoolwide Rubric. It is not meant to be used in isolation, but as a companion document to the Schoolwide Rubric. To find a downloadable copy of the Michigan Department of Education (MDE) Schoolwide Rubric, go to www.michigan.gov/ofs and select, “Title I Schoolwide and Target Assistance Information”.

Writing an Exemplary Schoolwide Plan

All Schoolwide Title I schools must complete an AdvancEd School Improvement Plan each year that includes the 10 Components of a Schoolwide Plan. This plan must “Meet All Requirements” of the MDE Title I Schoolwide Rubric in order for the school to operate as a Schoolwide Title I school. In some instances, schools may exceed the requirements and include documentation that allows the plan to be considered “Exceptional”. This document is intended to serve as a guide for schools who wish to include additional information that might serve to earn an “Exceptional” rating in individual components.

Who should be involved in the process?

Representatives from all stakeholder groups:

- *Classroom Teachers*
- *Instructional Paraprofessionals*
- *Parents*
- *Community Member/s*
- *Building Administrator/s*

At least one parent participating on the committee should not also be an employee of the school/district. If a parent cannot be directly involved, it is suggested that you elicit their input into the Comprehensive Needs Assessment (CNA) via focus groups, surveys, phone calls, etc. The information obtained from parents in this section must focus on information for the CNA and its analysis.

Using the Clarification Document

The enclosed chart contains four types of information:

Column 1: How should this process be documented?

This column lists the types of documents that should be kept as evidence that the school has followed the requirements of Title I legislation.

Column 2: Rubric Language – Meets All Requirements / Exceptional

On the MDE Schoolwide Rubric, the first column lists the legal requirements of each component. To write a compliant plan, the school must fulfill the requirements of the rubric that are designated as “Meets All Requirements.”

Although it is desirable to address the “Exceptional” level of the rubric, it is not necessary to do so in order to write a fully approvable, compliant Schoolwide plan. The “Exceptional” components of the rubric are noted in **bold**. To receive an “Exceptional” rating in a component, ALL items in the “Meets All Requirements” column AND all items in **bold** must be addressed sufficiently for that component.

Column 3: What are the key factors to keep in mind when articulating this piece of the plan?

This column describes each section of the rubric language in detail outlining the information required to be included in the plan to fulfill the rubric requirements.

Column 4: Where will this be articulated in the AdvanceEd template?

This column specifies where in the AdvancED Template the information for the component will be entered.

Requirement 1: Index of 10 Components

Rubric Language

- The plan must contain an index of page numbers that locates the 10 required components.

Meets All Requirements

- When printing the SIP from AdvanceED, an index is generated automatically that meets this requirement.

Exceptional

- Include an index as a cover page to the Supporting Documentation section that clearly identifies the title of each piece that is attached and to which component each piece is aligned.

Component 1: Comprehensive Needs Assessment (CNA)

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p> <p>Documentation of phone calls, focus group and interview proceedings, and completed surveys.</p>	<p>The school must document in the plan how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.</p>	<p>Describe how the information for the CNA was gathered, who was involved, when the group met, etc.</p> <p>If parents are directly involved in the meetings, explain how you helped parent(s) understand the process, the language of the process, etc.</p> <p>If parents were indirectly involved via focus groups, surveys, etc., describe how you solicited information, and what information was requested.</p> <p>Explain how the committee came to agreement (consensus?) on the issues that were identified during the planning meetings.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements: Comprehensive Needs Assessment #1.</p>
<p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p>	<p>The CNA includes information from all four measures of data:</p> <ul style="list-style-type: none"> • student achievement data • school programs / process data • perceptions data (must include teachers and parents; student data is encouraged) • demographic data <p>Examines community</p>	<p>Include the findings from each type of data examined by the committee. Highlight the school's strengths demonstrated by the data, but focus on those areas that need improvement.</p> <p>Include an analysis of the group's findings about:</p> <ul style="list-style-type: none"> • the achievement of all students by comparing their achievement to the state and to other schools with similar demographics • the programs and processes that the school has in place to impact student achievement • the perceptions of the students, staff and parents about how the school is impacting student achievement 	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements: Comprehensive Needs Assessment #2.</p> <p>Please note: MDE limits the number of supporting documents to ten (10) pages.</p> <p>Charts and graphs may be attached in the MDE/AdvancED School</p>

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	<p>strengths and needs</p> <p>Includes perception data from students</p> <p>Multiple sources of achievement data are analyzed</p> <p>The description includes charts or graphs displaying the results of the data analysis</p>	<ul style="list-style-type: none"> the demographic characteristics that could impact student achievement. <p>Student achievement data must include information from <u>all</u> core content areas: math, reading, writing, science and social studies. In elementary schools that do not use the MEAP (Michigan Education Assessment Program) test for science and social studies, and feed into another school in the district, the school should consider test results for their students who are assessed in those other schools.</p> <p>Include an analysis of what GLCEs (Grade level Content Expectations) or HSCEs (High School Content Expectations) have been identified as problem areas, and which subgroups are having difficulty.</p> <p>Did the school achieve Adequately Yearly Progress (AYP) in all subject areas? With all subgroups? Include the school’s last three years of AYP by subject, subgroup and aggregate. A goal must be written for any content area and/or sub-group not achieving AYP.</p> <p>Identify the factors(that the district can control) that contribute to the cause of the achievement gaps. These factors must be linked to specific strategies in Component 2. If listed as contributing factors, specific strategies will be required in the plan to address high absenteeism, student mobility rates, lack of parental support at home, and disciplinary issues, etc.</p>	<p>Improvement Plan (SIP) Template under Supporting Documentation.</p> <p>Attachments should be limited to only those necessary to this component and should only include information that can be viewed by the public.</p> <p>Be sure to label the attachment clearly: “<i>Charts and Graphs for Component 1, The CNA</i>”.</p>

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		<p>Identified contributing factors may also be academic, such as, <i>“We have identified that only 22% of our students answered all of the geometry questions correctly on the quarterly benchmark assessment.”</i></p> <p>The plan might include charts and graphs that depict the data analysis, but because MDE may be required to make copies of your plan, avoid using color-coded charts and graphs. MDE will only copy in black and white. (Color-coded graphs do not copy well.)</p> <p>School programs / process data might include Ed YES! / MI SAAS 40 or 90 “indicators” OR the NCA Self Assessment Report (SAR). Process data could include other program reviews, inventories, audits, attendance, discipline data, descriptions of program offerings and / or a discussion of policies / procedures.</p> <p>Perceptions data might include information received from students, teachers, parents, and the community. Provide a summary of survey results; do not just provide a statement that perceptions were gathered. Describe how the data was gathered, and the number (or percentage) of responses that contributed to the data. It is necessary to collect a representative sampling of the group being surveyed. If a random sample is collected, describe how the sample was selected, how the information was collected, and the results you obtained.</p> <p>Demographic data might include information about gender, race, age, income, disabilities, mobility rates, educational attainment, home ownership, employment</p>	

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		status, and even location. It may include demographic trends, or the changes in demographics in a population over time.	
Agendas, sign in sheets, and meeting minutes where this component is discussed.	Goals are connected to priority needs, the needs assessment, and portray a clear and detailed analysis of multiple types of data.	<p>Include a goal for each academic area. Michigan defines a goal as a broad, general statement written for all students. If necessary, maintenance goals are allowable.</p> <p><i>Example: All students at Washington Elementary will read at or above grade level.</i></p> <p>In addition to MEAP results, data analysis must also include information from some of the following types of assessments:</p> <ul style="list-style-type: none"> • Diagnostic: tells what the student needs to learn • Formative: tells how well the student is doing as work progresses • Summative: tells how well the student did at the end of a unit/task 	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management.
Agendas, sign in sheets, and meeting minutes where this component is discussed.	The goals sufficiently address the needs of the whole school population, and special recognition is paid to meeting the needs of students who are academically disadvantaged.	<p>The goals must align with the conclusions drawn from the analysis of the four types of data.</p> <p>The goals must sufficiently address the needs of the whole school population, as well as the needs of students who are academically disadvantaged. Students that have been identified as academically disadvantaged (failing or at-risk of failure) are the students who are not proficient on the MEAP; they may also include students scoring below grade level on district assessments. Identify the academic areas in</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management.

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		<p>which they are struggling.</p> <p>The goals must be written to address all students, but subgroup issues/gaps must be indentified in the gap statement.</p>	

Component 2: Schoolwide Reform Strategies

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.

Adopting this strategy (or strategies) is intended to promote an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

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Agendas, sign in sheets, and meeting minutes where this component is discussed.	Describe the schoolwide reform model.	<p>NOTE: This information is not required in the original Schoolwide Planning rubric; however it is a requirement in the AdvanceEd SIP Template for 2011-12.</p> <p>School reform is an active process. It is not a program. School reform requires a building-level commitment to meet the real needs of students, as defined by data which is intentionally collected, examined, managed and used to drive change. The driving force must center on the real needs of students, not the perceived needs of adults.</p> <p>School reform is about change. It is about changing the workplace behavior and performance of adults. It is about aligning all resources to support that change. The resources are threefold: people, time and money.</p> <p>Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Schoolwide Reform Model, Questions 1 and 2.

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>Describe why the selected reform model(s) matches the identified needs or goals.</p> <p>Describe how stakeholders were involved in the process of developing/selecting the reform model.</p>	
Agendas, sign in sheets, and meeting minutes where this component is discussed.	Strategies are described in sufficient detail and are focused on helping all students reach the state’s standards.	<p>In this component, strategies must be identified at two levels: those that will be used with ALL students and those that will be used with academically disadvantaged students.</p> <p><i>Describe “Who will do what to/for/with students in order to have what happen.”*</i></p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management.
Agendas, sign in sheets, and meeting minutes where this component is discussed.	Strategies increase the quality and quantity of instruction, using research-based methods and strategies.	<p>Describe what the school is doing to provide more and different instruction as well as more effective instruction. More effective instruction is defined as a collection of teaching strategies that will accelerate student achievement.</p> <p>The school is required to implement the district curriculum. So, although delivery of the curriculum is essential, what is being done inside and outside of classrooms to increase the amount of time students spend on instruction? And what strategies that have been proven effective through empirical research have been selected by staff to improve the quality of instruction? If additional services outside of the regular classroom are being provided to struggling students, who is providing them? How are they being provided? (In class, pull out, after school, before school, summer school, additional time, etc.)</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management.

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		<p>What are the other students doing while the academically disadvantaged students are receiving these services? It is absolutely essential that the struggling students are receiving additional support to supplement the core instruction. Students not receiving Title I services might be engaged in enrichment activities or independent practice (not more core instruction).</p>	
<p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p>	<p>Research-based reform strategies are aligned with the findings of the needs assessment.</p>	<p>The selected strategies must link back to the identified needs and gaps from the CNA. For instance, if in the needs assessment the school identified as a factor contributing to the cause of the achievement gap, <i>“Male students entering our school after grade 5 are not scoring proficiently on the math MEAP, in the strand ‘Understanding Fractions’ “</i>, research and select strategies that will accelerate the achievement of this group/subgroup.</p> <p>The research must be cited using appropriate information. MDE does not advocate for a particular citation style; however, programs exist that automatically create appropriate citations for various types of publications in several styles. Many require purchase, but some sites on the Web will construct citations in desired formats at no cost. They include:</p> <ul style="list-style-type: none"> • Landmark Citation Machine • KnightCite • NoodleBib • Citation Builder 	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management.</p>

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		<p>Follow directions and "fill in the blanks" with information about the book, article, or Website. A short summary of what is being cited should be included, for example:</p> <p><u>Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies</u>. Englewood, CO. August, 2009. http://www.marzanoresearch.com/research/researched_strategies.aspx</p> <p>Summary: <i>“Use of Marzano’s strategies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies.”</i></p> <p>Including a link to an online source is not an appropriate citation. References should be independent. For example, if the school is going to identify <i>Everyday Math</i> as a tool to implement specific, research-based strategies, the research to support the strategies should not come from the company that developed <i>Everyday Math</i>.</p> <p>Additional information on citations can be found online by searching for <i>“Term paper citations”</i>.</p>	
Agendas, sign in sheets, and meeting minutes where this component is discussed.	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.	Educators expect that for one year of instruction, a child will make one year’s growth. However, for students who are “behind” their peers coming into a grade level, it is necessary to accelerate their learning in order to help them “catch-up” to where they should be. Describe the strategies that the school will use to do this.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management .

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>Include in the description <i>who</i> is providing the acceleration, <i>when</i> and <i>where</i> is it being done, and <i>describe</i> what the other students are doing while the academically disadvantaged students are being accelerated.</p> <p>NOTE: Differentiated Instruction is required to be an embedded strategy in all schoolwide schools.</p>	
Agendas, sign in sheets, and meeting minutes where this component is discussed.	Addresses the needs of all students in the school, but particularly the needs of students of target populations participating in the schoolwide program and moving toward meeting the needs of students representing all major subgroups participating in the schoolwide program.	<p>Strategies must be identified for increasing the achievement of all students as well as strategies for accelerating the achievement of the academically disadvantaged students.</p> <p>There must be interventions/strategies for ALL students <i>and</i> there must be interventions/strategies for any “targeted” subgroup—especially if that subgroup is the cause for not achieving AYP or demonstrates an achievement gap in the Comprehensive Needs Assessment.</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management .
Agendas, sign in sheets, and meeting minutes where this component is discussed.	Briefly addresses how the school will determine if these needs are met.	<p>Explain how the school plans to measure the success of the strategies it has chosen to increase student achievement. This must be more than simply stating that the school will look at the results of the MEAP.</p> <p>Effective monitoring of strategies will gauge the overall success of the goals throughout the academic year.</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management , specifically, under the Goal header: “ <i>What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?</i> ”

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Agendas, sign in sheets, and meeting minutes where this component is discussed.	The school clearly explains how its schoolwide plan is aligned to its State improvement plan or the schoolwide plan appears to coordinate with State (PA 25 S.C. 380.1277) and local plan requirements.	The current MDE/AdvancEd SIP template includes the PA 25 requirements. When the school completes the SIP, MDE will consider this requirement to be met.	These items are captured throughout the MDE/AdvancED (SIP) Template.

Component 3: Instruction by Highly Qualified Professional Staff

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
Evidence that all instructional paraprofessionals are highly qualified. Certifications, copies of College transcripts, test results, etc.	The plan provides an assurance statement that all instructional paraprofessionals meet the ESEA (NCLB) requirements for instructional paraprofessionals.	Write or have human Resources provide a statement that assures that all of the instructional paraprofessionals are highly qualified according to the No Child Left Behind criteria. If the school has no instructional paraprofessionals, state it. For example, “ <i>Smith Middle School does not currently employ instructional paraprofessionals.</i> ”	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Instruction by Highly Qualified Professional Staff #1.
Evidence that all teachers are highly qualified. Certifications, test results, etc.	The plan provides an assurance statement that all teachers are highly qualified.	Write or have Human Resources provide a statement that assures that all of the teachers in the building are highly qualified according to the No Child Left Behind criteria.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Instruction by Highly Qualified Professional Staff #1.

Component 4: Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
Employment records, including hire dates, number of years in the district, in the school, and at that grade level or subject area.	The school has identified the teacher-turnover rate.	Write a descriptive paragraph or develop a chart that demonstrates teacher turnover rate. Teacher turnover rate must reflect how often teachers come and go from a school, a grade level or a particular subject area.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools, #3
	The school has identified the experience level of key teaching and learning personnel.	<p>Teaching experience of the staff should be broken down into the number of years of teaching experience for the entire instructional staff.</p> <p>It should reflect levels of teaching experience, for example: 0-5 years, 6-10 years, 11-15 years, 16 -20 years, etc.</p> <p>Please note that an average for the entire staff does not present an accurate portrayal of the diversity of the staff by experience.</p> <p>Names of staff members should not be included.</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools, #1.
A district recruitment brochure or other published documentation available for the recruitment of staff	The school lists specific initiative(s), at the district and school level, to attract and keep high quality teachers regardless of the turnover rate.	<p>Describe the initiatives the district takes to attract and keep highly qualified teachers.</p> <p>Describe the initiatives the school takes to attract and keep highly qualified teachers.</p> <p>Suggestion: gather perception data by asking teachers</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Attract High-Quality, Highly Qualified Teachers

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>what initially attracted them to the district or school, what keeps them there, why they chose or wanted to teach in this particular school, etc.</p> <p>Examples: competitive salaries and benefits, conducive teaching environment, advanced technology with training and support, collective and collaborative decision-making, geographical location within the state, abundant opportunities for professional development, collegiality, etc.</p>	to High Needs Schools, #2.
	<p>If there is a high turnover rate, the school has described some initiatives it has implemented to try and lower the rate.</p>	<p>This does NOT apply to a school that has a high turnover rate due to declining enrollment, building closures or lay-offs. They might have no trouble filling vacancies with highly qualified staff who have been laid off.</p> <p>This applies to a school that cannot retain highly qualified staff and has to resort to hiring non-highly qualified staff to fill vacancies.</p> <p>If a school does NOT have a high turnover rate, enter “Not Applicable” in the text box.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools, #4.</p>

Component 5: High-Quality and Ongoing Professional Development

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>Agendas, sign-in sheets, and meeting minutes of the PD planning sessions.</p> <p>Completed staff surveys / professional development needs assessments.</p> <p>Professional development calendar.</p> <p>Walk-through data.</p>	<p>Specific professional development is articulated within the plan.</p>	<p>Under strategies, the activities in the SIP must include <u>specific</u>, ongoing, and sustained professional development.</p> <p>Sustainable professional development activities should be provided. Attendance at conferences should be based on a “trainer of trainers” model. Conference attendees are expected to in-service staff on information attained through conference attendance. Statewide curriculum conference participation is always encouraged.</p> <p>Examples:</p> <p><i>“Teachers will attend monthly PD in writing strategies throughout the academic year.”</i></p> <p><i>“Professional Development in POWER Writing Strategies will be provided by DISD on September 3, 4, November 10, 11, February 5, 6 and April 23, 24.”</i></p> <p><i>“The school’s writing coach will provide assistance to staff in the implementation of the strategies on an ongoing basis throughout the school year.”</i></p> <p><i>“Classroom walk-throughs will be used to monitor the implementation of the strategies.”</i></p> <p>MDE Highly recommends that the school develop a PD Calendar that includes the activities articulated in</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management, specifically in the strategies and activities areas.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>the plan. The activities should include any aligned district PD and Professional Development provided to parents and paraprofessionals.</p> <p>Each and every professional development activity is aligned with the goals, objectives, and strategies of the SIP in AdvancEd.</p>	
<p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p>	<p>The professional development plan is embedded within an action plan format.</p> <p>Every single professional development event/activity described is directly focused on achieving the schoolwide goals and on improving teaching and student learning.</p>	<p>The professional development would be embedded as activities in the SIP in AdvancED.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management, specifically in the activities area.</p>

Component 6: Strategies to Increase Parental Involvement

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p> <p>Records of parent contacts, meeting notices, and correspondence with parents.</p>	<p>Parents were clearly involved in the design, implementation, and evaluation of the schoolwide plan.</p>	<p>Describe how the school team involved parents in the design of the schoolwide plan.</p> <p>Describe how parents were (or will be) involved in the implementation of the schoolwide plan.</p> <p>Describe how parents were (or will be) involved in the evaluation of the schoolwide plan.</p> <p>Note: This section is NOT intended to address the design, implementation and evaluation of the parent involvement component plan or the Title I program.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #2 a, b, c.</p>
<p>A copy of the school level Parent Involvement Policy.</p>	<p>The SIP includes an assurance that a school-level Parent Involvement Policy exists and meets the Section 1118 requirements of ESEA (NCLB). The Parent Involvement Policy is attached to the SIP.</p>	<p>This is not a copy of the Board Policy for the district. It is a document written at the school level.</p> <p>In the Policy, a statement must be written that assures a School-Level Parent Involvement Policy exists.</p> <p>Attached to the SW rubric is a copy of Section 1118. Read it carefully and be sure that the School Level Policy contains information about each of the parent involvement requirements in it.</p> <p>Responses from the school as to how the following activities will be implemented in the school must be written into the school level policy:</p> <ul style="list-style-type: none"> • Convene an annual, [Title I] meeting at a convenient time, to which all parents of 	<p>Attach the school-level Parent Involvement Policy to the SIP under Supporting Documentation.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>participating [Title I] children shall be invited and encouraged to attend, to inform parents of their school's [Title I] participation under this part and to explain the requirements of this part [Title I], and the right of the parents to be involved;</p> <ul style="list-style-type: none"> • Offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; • Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part [Title I], including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under Section 1114(b)(2); • Provide parents of participating [Title I] children timely information; • Provide parents of participating [Title I] children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; • Provide parents of participating [Title I 	

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>Children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;</p> <ul style="list-style-type: none"> • Ensure that if the schoolwide program plan under Section 1114(b)(2) is <u>not</u> satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency; • Jointly develop a compact that outlines how the entire school staff, parents and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high Standards; • Include a schedule for elementary school parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; • Provide frequent reports to parents on their children's progress; 	

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<ul style="list-style-type: none"> • Afford parents, of children receiving Title I services, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; • Provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; • Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; • With the assistance of parents, educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents 	

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>and the school;</p> <ul style="list-style-type: none"> • To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; • Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand; • Provide such other reasonable support for parental involvement activities under this section as parents may request; • Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such 	

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		<p>parents understand, in carrying out parental involvement policy in the school division and in the schools.</p> <p>A copy of the school-level Parent Involvement Policy must be attached to the SIP.</p>	
<p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p> <p>Parent involvement notices, parent and staff training notices, sign-in sheets.</p> <p>Flyers, newsletters and other communications to parents to show that efforts were made to engage them in the activities.</p> <p>Copies of all written communications sent home to parents.</p> <p>To maintain documentation that the school provides other reasonable support for</p>	<p>Activities outlined in Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) must be clearly included in the plan.</p>	<p>In the Schoolwide Plan, responses to Section 1118 (e) (1)- (5) must also be written.</p> <p>To meet the requirements of Section 1118, the school must provide responses to each of the following questions:</p> <ul style="list-style-type: none"> • How do you assist parents in understanding the State’s content standards and assessments? • How do you assist parents in monitoring their child’s progress? • How do you provide materials and training to help parents work with their student? • What training have you provided staff to help them build effective parent involvement? • How does the school collaborate with other programs to coordinate parent involvement? • How does the school provide information in a format and language that parents can understand? • How does the school provide information about assessment results in a format and language that parents can understand? • How does the school provide other reasonable support for parent involvement as parents may request? 	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #1.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>parents at their request, keep logs of informal communications that include the date, time of contact, the name of the parent and their concern, and note any follow-up actions taken by the school to address the concerns.</p>		<ul style="list-style-type: none"> • How does the school provide full opportunities for participation of parents with Limited English Proficiency? With disabilities? For parents of migratory students? Even if at this time the school is not serving one of the aforementioned populations, describe what plans are in place to serve them if they enroll in the future. • How will the school provide an Annual Title I Parent Meeting held at a convenient time, early in the school year, to which all parents of participating [Title I] children shall be invited and encouraged to attend, to inform parents of their school's [Title I] participation under this part and to explain the requirements of this part [Title I], and the right of the parents to be involved? 	
<p>Agendas, sign-in sheets, and meeting minutes where the evaluation of the parent component is discussed, and/or copies of written documents used to gather evaluation information from parents.</p>	<p>The schoolwide plan describes how it plans to evaluate the parent involvement component of the schoolwide plan.</p>	<p>Describe how and when the school will seek information from parents to help evaluate how the school is implementing the parent involvement components.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #5.</p>
<p>Agendas, sign-in sheets, and meeting minutes where parent feedback from the parent evaluation is discussed.</p>	<p>The school explains how the results of the evaluation will be used to improve the schoolwide program.</p>	<p>Once collected, reviewed and analyzed by the school, describe how the results will be used to improve the schoolwide program.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
			Involvement, #6.
<p>Agendas, sign-in sheets, and meeting minutes where the School-Parent Compact is discussed.</p> <p>Agendas, sign-in sheets, and meeting minutes where the School-Parent Compact is used.</p>	<p>The plan includes the description of the development of the School-Parent Compact which addresses all parents, students, and teachers and describes a true partnership for learning between the home and school.</p>	<p>The School-Parent Compact must be developed in consultation with parents. Describe how the school elicited parent input.</p> <p>Parents and staff must work together to create a Compact that outlines the suggested responsibilities of parents, staff and students to ensure academic achievement. The description must make it clear that this is what occurred. The wording and tone of the document must “sound like” parents were involved in writing it.</p> <p>The Compact must be used with parents. Include a description of how the school plans to use the Compact with parents at all grade levels within the school.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #4.</p>
<p>Agendas, sign-in sheets, and meeting minutes where there is discussion about parent-teacher conferences, and the requirement to share the School-Parent Compact.</p> <p>Copies of announcements and/or agendas for parent-teacher conferences that provide evidence that the Compact will be shared</p>	<p>The Compact is used annually at elementary-level parent teacher conferences.</p>	<p>If the school is an elementary school, include an assurance statement that the compact will be used at parent-teacher conferences.</p> <p>If the school is an elementary school, include a description of how the compact will be used at conferences.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #4.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>with parents.</p> <p>Copies of any communication from the principal or leadership team that discuss how the Compact is to be used at parent-teacher conferences.</p> <p>Copies of documents initialed by teachers and/or parents as the Compact is used or reviewed at parent-teacher conferences.</p>			
<p>A copy of the School-Parent Compact.</p>	<p>The School-Parent Compact is attached.</p>	<p>The school’s name must be on the compact. Note that signatures are NOT required, but highly recommended to demonstrate agreement.</p> <p>The Compact must outline the responsibilities of staff, parents and students.</p>	<p>Attach the School-Parent Compact in the AdvancED Template under Supporting Documentation.</p>
<p>Copies of assessment results and/or written communications that describe assessment results in parent-friendly language.</p> <p>Records of activities that help parents review or</p>	<p>The plan meets comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an</p>	<p>“<i>In a language the parents understand...</i>” means more than translating a document or assessment results for non-English speaking parents. Most parents have limited understanding of educational language and acronyms. Written assessment results that come with the MEAP and other professionally designed assessments can be particularly daunting.</p> <p>In the plan, describe how the school plans to assist</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #3.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>understand assessment results.</p> <p>Documents providing evidence that parents have been invited to meetings where assessment results will be discussed.</p> <p>Agendas, sign in sheets, and meeting minutes where this component is discussed.</p>	<p>interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).</p>	<p>parents in understanding the test results of their students.</p>	
<p>Documentation (letters, flyers) of the event.</p> <p>Agendas, sign-in sheets, and meeting minutes of the event.</p>	<p>The school holds the required annual Title I meeting at the beginning of the school year.</p>	<p>Although not clearly apparent in the rubric, the legislation states that the school level policy must describe how the school carries out ALL activities, parts (c) through (f). This includes the requirements of the annual meeting, a legal requirement that appears in Section 1118. Write an assurance statement that the school will have an annual Title I meeting in the fall, how it will be communicated to parents, how it will be organized, and how the required information will be presented to parents.</p> <p>The annual Title meeting should describe the Title I program to parents, ask for their assistance and clarify what actions they can perform at home to participate in their children's education.</p> <p><i>“Convene an annual meeting to inform parents of their school's participation in Part A, to explain</i></p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Strategies to Increase Parental Involvement, #1.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		Part A's requirements, and their right to be involved. In preparation for this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice.”-- <i>Policy Guidance for Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies - April 1996</i>	
<p>Records or calendars of parent activities.</p> <p>Agendas, sign-in sheets, and meeting minutes where this component is discussed.</p> <p>Copies of parent surveys, needs assessments and aligned flyers, invitations, or parent communications that link to the concerns.</p>	<p>Parent involvement activities are aligned to parent involvement demographic information and parent surveys; therefore, parent involvement activities will be beneficial to parent needs.</p>	<p>In the CNA, the demographics of the students (and their families) would be described.</p> <p>There would be a connection between the parent involvement activities included in the SIP and the identified needs of the parents.</p> <p>Examples:</p> <p><i>Strategy: Parents will be provided professional development in math strategies in order to support their student’s education at home. Survey data has indicated transportation and childcare must be provided.</i></p> <p><i>Strategy: Students will be provided regular information about bullying and bullying prevention measures. Survey data has indicated that bullying may be affecting attendance and school climate.</i></p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management, specifically in the strategies and activities areas.</p>

Component 7: Preschool Transition Strategies

The “Meets All Requirements” section of this component is required by all elementary schools with kindergartens classes, even if the school does not house its own preschool program.

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>Documentation (newsletters, flyers, articles, etc.) that provide evidence of efforts to connect with parents of preschool-age students.</p> <p>Copies of communications sent home about kindergarten - newspaper articles, advertisements, copies of correspondence from kindergarten staff, etc.</p>	<p>The school has a plan for connecting with preschool-age students that involves more than a once a year visitation to the Kindergarten classroom.</p>	<p>In addition to a classroom visit, the school makes an effort to connect with preschoolers more than once a year.</p> <p>The school’s plan for transitioning preschoolers into kindergarten must help prepare them for Kindergarten (before school starts).</p> <p>For example: home visits, summer orientation or Kindergarten camp where students come for several hours of kindergarten-like activities.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.</p>
<p>Agendas, sign-in sheets from the training sessions.</p> <p>Copies of professional development flyers, announcements, invitations.</p>	<p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter Kindergarten.</p>	<p>The school must provide training to preschool parents and/or preschool teachers. Describe the training topic, who will attend, date, location and presenter.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.</p>
<p>Copies of invitations,</p>	<p>The school has</p>	<p>The plan would include an assurance that the school</p>	<p>Articulate in the</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
flyers, mailings, sign-in sheets, agendas.	transition plans that include, but are not limited to, inviting preschool students and their parents from a variety of preschool programs, including GSRP, Head Start, tuition-based programs and ECDD, as evidenced by flyers, mailings and invitations to kindergarten open house and sign in sheets.	connected with preschool students and their parents from preschool programs located in the area, but not necessarily a part of the district, for example: GSRP, Head Start, tuition-based programs and Early Childhood Developmentally Delayed (ECDD).	MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.
Documentation of District School Improvement Team meetings, agendas, and sign-in sheets.	District School Improvement Team includes member of preschool program administered by PSA/school district.*	The District School Improvement Team would include a member of the preschool program administered by the PSA/school district.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.
Copies of the resource materials provided to parents.	District/PSA provides resource materials for parents to use with their students during the summer.	The plan would include an assurance statement that resource materials will be provided for parents to use with their children during the summer.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.
A summary of the observation, including the names of the observer and the observed teacher,	Classroom observation by receiving kindergarten teacher.	The plan would include an assurance that Kindergarten teachers will observe in the preschool classroom. If the school does not have a preschool program, every effort will be made by the school to	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
the date and time of the visit, and the activities observed.		assist teachers in finding a preschool classroom to observe.	Requirements, Preschool Transition Strategies, #1.
A summary of the observation, including the names of the observer and the observed teacher, the date and time of the visit, and the activities observed.	Classroom observation by preschool teacher.	The plan would include an assurance that the preschool teachers will observe in the kindergarten classroom. If the school does not have a preschool program, invitations will be sent to preschools outside of the district requesting their availability to participate in observations.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.
Agendas, sign in sheets, and meeting minutes where this component is discussed.	The plan addresses transition between the other grade spans/building levels.	The school would describe their plan to help students moving from one school into another whether they are the “Feeder” school or the “receiving” school.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Preschool Transition Strategies, #1.

Component 8: Teacher Participation in Making Assessment Decisions

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
Agendas, sign in sheets, and meeting minutes or notes.	The plan provides an assurance that teachers have input into the decisions regarding the use of school-based academic assessments.	Include an assurance statement that indicates teachers have input into all assessments used in their classrooms.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Teacher Participation in making Assessment Decisions, #1.
Agendas, sign in sheets, and meeting minutes or notes.	The plan provides an assurance that teachers are involved in student achievement data analysis to improve the academic achievement of all students.	Include a statement that assures teachers are involved in analyzing the results of classroom assessments as well as making instructional decisions based on the analysis.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Teacher Participation in making Assessment Decisions, #2.
Agendas, sign in sheets, and meeting minutes or notes.	A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based academic assessments.	The school would describe how it involves teachers, parents, and administrators in the selection, use, and analysis of academic assessments.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Teacher Participation in making Assessment Decisions, #2.
Agendas, sign in sheets, and meeting minutes or notes.	The plan provides for teacher professional development on how to	The school would embed in the School Improvement Plan teacher professional development on the analysis of data and how to use it to improve classroom	Articulate in the MDE/AdvancED School Improvement Plan (SIP)

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
	analyze student achievement data and is used to drive classroom instruction.	instruction.	Template under Goals Management , specifically in the strategies and activities areas.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
Narrative related to process, selection criteria, assessment data, student eligibility.	The school has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.	<p>Describe the process for identifying students experiencing difficulty in mastering academic standards.</p> <p>NOTE: Although not specifically in the rubric, Title 1 legislation requires assistance in accelerating students in ALL 4 content areas and must be connected to the needs identified in the CNA. In an On Site Review, schools must provide support in all 4 core content areas to meet compliance.</p>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Timely and Additional Assistance, #2.
Narrative related to process, selection criteria, assessment data, student eligibility.	Timely, effective, additional assistance is provided to students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.	<p>Address the following:</p> <ul style="list-style-type: none"> • What assistance is provided in the classroom to assist the identified students? • What assistance is provided beyond the classroom? • How is the school providing additional time for these students to master the state's academic standards? • What are the other students doing while the targeted students are receiving additional time and assistance? • How do you know that these interventions are effective? • How does the school rank-order eligible students for services? <p>Include in the description the differences in instructional delivery, materials used, classroom environment or organization, grouping of students,</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Timely and Additional Assistance, #1.</p> <p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management, specifically in the strategies and activities areas.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
		variety of ways students demonstrate learning as examples of differentiating in the classroom.	
Walk-through documentation, lesson plans, individualized student plans, schedules, meeting minutes.	Differentiated instruction is articulated in the plan. It is clear that students' individual needs are being addressed in the classroom.	All classrooms are expected to differentiate instruction in a schoolwide program. Differentiated instruction must be embedded strategies in Components #2 and #9.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Timely and Additional Assistance, #1. Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management , specifically in the strategies and activities areas.
	Integrated, cross-curricular instruction, designed to accommodate the needs of various learning styles is articulated in the plan.	The strategies and activities would indicate how cross-curriculum activities are used to engage students of various learning styles in order to provide timely additional assistance and accelerate achievement. <i>Strategy: Title I teachers will focus on integrating the arts into supplemental math instruction in order to engage students of various learning styles.</i>	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Timely and Additional Assistance, #1. Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Goals Management , specifically in the strategies and activities areas.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
Financial records that document expenditures. <u>**Combining Funds / Intents and Purposes Chart</u> and their alignment. Fiscal records.	All programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.	The description of the resources illustrates how the school uses these resources to promote or implement school improvement.	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Coordination and Integration of Federal, State, and Local Programs and Resources, #1.
Financial records that document expenditures. <u>**Combining Funds / Intents and Purposes Chart</u> and their alignment. Fiscal records.	The plan meets comprehensive plan requirement #2: Describes how the school will use resources under this part and from other sources to implement those components.	This refers to the way in which the resources listed support any or all of the 10 SW components. List each component along with the resources that support it. <i>For example:</i> <ul style="list-style-type: none"> • <i>CNA: Title I, Part A and General Fund</i> • <i>Schoolwide Reform Strategies: General fund, Title I, 31A</i> • <i>Instruction by Highly Qualified Staff: General Funds, Title I, 31 a</i> (This is NOT a list of approved uses of funds. It is an example.)	Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Coordination and Integration of Federal, State, and Local Programs and Resources, #3.
Financial records that document expenditures.	The plan meets comprehensive plan requirement #3: Includes	Include the following as resources on the component list from requirement 2.	Articulate in the MDE/AdvancED School Improvement Plan (SIP)

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>**Combining Funds / Intents and Purposes Chart and their alignment.</p> <p>Fiscal records.</p>	<p>a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the Schoolwide program.</p>	<ul style="list-style-type: none"> Federal, State and local resources (grants, funding, programs, volunteers, materials) <p>(These resources must be repeated even if they have been cited in other parts of the plan.)</p>	<p>Template under Coordination and Integration of Federal, State, and Local Programs and Resources, #2.</p>
<p>Financial records that document expenditures.</p> <p>**Combining Funds / Intents and Purposes Chart and their alignment.</p> <p>Fiscal records.</p>	<p>The plan coordinates and integrates the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>The school must include the types of programs identified in the rubric statement: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training if applicable. (Not all schools receive support in the areas identified above.)</p> <p>Include any nutrition programs available: free or reduced lunch, breakfast programs, etc.</p> <p>Headstart or Great Start Readiness Program (GSRP) is often cited in the Preschool Transitions section.</p> <p>(These resources should be repeated even if they have been cited in other parts of the plan.)</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Coordination and Integration of Federal, State, and Local Programs and Resources, #4.</p> <p>**Combining Funds / Intents and Purposes Chart and their alignment.</p>
<p>School level budgets.</p> <p>Final Expenditure Report.</p>	<p>The school's allocations & budgets of these compensatory resources are included in the plan.</p>	<p>The actual monetary amounts contributed from a particular funding source would be identified in the plan.</p>	<p>**Combining Funds / Intents and Purposes Chart under Supporting Documentation.</p>

How should this process be documented?	Rubric Language: Meets All Requirements / Exceptional	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
<p>**Combining Funds / Intents and Purposes Chart: http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-254873--,00.html</p>			

Final Requirement: Evaluation

Who should be involved in the process? Representatives from all stakeholder groups (See page 2).

How should this process be documented?	Rubric Language: Meets All Requirements	What are the key factors to keep in mind when articulating this piece of the plan?	Where will this be articulated in the AdvancED Template?
	<p>The plan provides an evaluation process for meeting regulation 200.26(c).</p>	<p>Describe in writing how the school will evaluate the School Improvement Plan. In the description, include the following factors as evidence that the requirements of this component have been met.</p> <p>(This is more than an assurance statement; it is a description of how it is done.)</p> <p>The school must:</p> <p>(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;</p> <p>During the evaluation process, the SIP team must:</p> <p>(2) Determine whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards;</p> <p>Then they must:</p> <p>(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.</p> <p>[Section 200.26(c) of the Title I Final Regulation.</p>	<p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Evaluation of the School Improvement Plan, #1.</p> <p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Evaluation of the School Improvement Plan, #2.</p> <p>Articulate in the MDE/AdvancED School Improvement Plan (SIP) Template under Additional Requirements, Evaluation of the School Improvement Plan, #3.</p>