



Title I Schoolwide Diagnostic

Michigan Department of Education

2014-15

*Template with comments to meet MDE OFS
Schoolwide Rubric Requirements*

December 2013



Title I Schoolwide Diagnostic

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114(b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Who was involved (stakeholders), when did the needs assessment take place, etc:

NOTE: Do not overlook the role of PARENTS in this component.

2. What were the results of the comprehensive needs assessment ? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

RESULTS (What are the GAPS that were uncovered by looking at the 4 types of data?:

Student Achievement

What data was reviewed: What was

concluded:

Include the school's last 3 years of Adequate Yearly Progress (by subject, by subgroup, by aggregate):

Include the results of the State's Top to Bottom list for fall 2013 for the school:

Include information about the school's progress in meeting the NEW Proficiency Targets.

Look at ALL content areas: ELA (Reading & Writing), Math, Science and Social Studies)

DO NOT overlook FEEDER School achievement data (those who feed into your school and those schools to which you send students)

Program/Process (the School Process Rubrics 40/90 or NCA's Self Assessment or ASSIST-SA at a minimum)

What data was reviewed:

What was concluded:

Remember to include any other forms of program assessment---whether self-assessed or by others reviewing your programs/processes (On Site Review, audits, for example)

Perceptions (Parents and Staff at a minimum)

What data was reviewed:

What was concluded:

Demographic (Student Body at a minimum) NOTE: This includes mobility, discipline, attendance data.

What data was reviewed:

What was concluded:

CONCLUSIONS-What are the CAUSES for the GAPS?

What are your areas of priority?

1. Content Areas
2. Subgroup Concerns
3. Perception Issues
4. Demographic trends
5. Professional Development Needs
6. Program Changes
7. Changes in Services Provided
8. Other

3. How are the school goals connected to priority needs and the needs assessment? It should be clear that a detailed analysis of multiple types of data was conducted to select the goals.

Alignment to GOALS

Explain which Priority areas have been identified for establishing GOALS:

What ARE your goals? State them.

Which subgroups (if any) will be the focus of objectives and interventions:

Explain WHY any content area is not included in goals, or how all content areas are covered in the goals you have chosen.

4. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

IN GENERAL TERMS: How is the school addressing ALL students within the objectives, strategies and activities of the goals, and how is the school going to address those students who are farthest from the standards?

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Outline the strategies you will implement for ALL students by content areas for which you have written goals:

Reading:

Writing:

Math:

Science:

Social Studies:

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Focus on improving instruction:

Focus on increasing instruction:

Note that "enriched and accelerated" is referring to closing achievement gaps rapidly—not a gifted/talented program. How is this plan going to accomplish this?

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the needs assessment.

Think in terms of addressing the "CAUSES" of the achievement gaps you identified in the Comprehensive Needs Assessment. If citing the research base, provide the name of the work, author and date—at a minimum.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support.

Outline the strategies you will implement for students who are NOT meeting standards by content areas for which you have written goals—This should correspond to Component #9 "Timely Additional Assistance":

Reading:

Writing:

Math:

Science:

Social Studies:

NOTE: During an On Site Review, you will be asked HOW the school provides intervention for students in ALL content areas.

5. Describe how the school determines if these needs of students are being met.

Speak to your methods to monitor the progress of all students AND the progress of those who receive interventions.

What forms of assessment will be used to Progress Monitor?

What other forms of monitoring will occur and how often?

How often does the monitoring take place?

What process is followed to review student progress—and WHO is involved? (PLC, grade level, special intervention teams, etc).

Component 3: Instruction by Highly Qualified Staff

1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?

NOTE: A schoolwide program must have all highly qualified instructional staff.

2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?

NOTE: A schoolwide program must have all highly qualified instructional staff.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Describe the level of change in teachers from the one year to next.

Provide an explanation of the cause of the turnover, if appropriate.

The point is whether or not the school can maintain a staff of "highly qualified" teachers.

2. What is the experience level of key teaching and learning personnel?

Do not use averages. Do not list teacher names. YEARS of experience is the point.

Indicate how many teaching staff you have and provide a breakdown of numbers or percents in years (Of a teaching staff of X number of teachers, X % have 0=4 years experience, X % have 5-10 years, etc).

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

This is where you speak to the qualities of the school that would cause a HQ teacher to WANT to work there...and STAY there. This requires a response even if the school is not actively recruiting teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

This is where you speak to the qualities of the DISTRICT that would cause a HQ teacher to WANT to work there...and STAY there. This requires a response even if the DISTRICT is not actively recruiting teachers. Consider speaking to the Human Resources/Personnel department of your District/PSA to include their approach to recruiting.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Self Explanatory---This might be NOT APPLICABLE if the school and district have no issues with maintaining a highly qualified teaching staff.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional development/learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

Consider what you are including in the ACTIVITIES of your goals.
Pay close attention to the issue of P.D. being "ALIGNED" to the C.N.A.

2. Describe how this professional development is "sustained and ongoing."

To illustrate this, describe the p.d. that will be continued from one year to the next and the p.d. that will cycle.

Describe the P.D. that is carried on over the course of the year on a given initiative.

The point is that "one shot workshops" is not considered "sustained and ongoing".
Don't overlook coaching and other forms of embedded P.D.

3. The school's Professional Development/Learning plan is complete.
YES or NO. If no, explain WHY.

Attach a copy of your school's professional development plan HERE.

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Take a look back at what is written in the Comprehensive Needs Assessment section earlier. How did parents have a VOICE in the schoolwide plan? Have you included parents in other areas regarding "stakeholders"? Be consistent!

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Consider the 10 Schoolwide Components and the role the parents COULD play in each one. In what way can parents help you to carry out the schoolwide plan?

1. Comprehensive Needs Assessment:
2. Schoolwide Reform Strategies:
3. Highly Qualified Staff:
4. Attract and Retain Highly Qualified Staff:
5. Professional Development:
6. Parental Involvement:
7. Preschool Transition:
8. Assessment Decisions:
9. Timely & Additional Assistance:
10. Coordination & Integration of Federal, State & Local Resources:

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Be consistent with other areas where you discuss parents as stakeholders in the evaluation of the plan and SW program.

4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes or No. If NO, explain WHY.

Answer the question. This is where you will attach the SCHOOL level (not the district) Parent Involvement "policy"...which may be called a plan.

A copy of the school level Parent Involvement Policy (plan) must be attached—HERE.

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118 (e) Building Capacity for Involvement—Describe HOW each of these is taking place:

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators
2. Provide materials and training for parents
3. Training for school staff on the importance of parent involvement
4. Coordinate with parent involvement in other programs in the school
5. Provide information in a format that is understandable to parents
14. Provide other reasonable support as requested

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups.

NOTE: These items are repeated in the Parent Involvement Policy. Be consistent!

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

DESCRIBE and be consistent with other sections.

This is about the Parent Involvement activities and parent satisfaction with what is offered to them.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

DESCRIBE and be consistent with other sections.

8. Describe how the school-parent was compact developed.

Role of Parents and Staff in a COLLABORATIVE development of the compact:

9. Describe how the parent compact is used at elementary-level parent teacher conferences.

Describe how the Compact is shared with parents—No matter WHAT level!
However, elementary schools MUST share the compact at a Parent Teacher Conference.
Remember: face to face, personal contact....not just sent home. All Title I schools

must have a School-Parent compact!

10. How is the parent compact shared with middle school or high school parents (depending on the grade span of the school)?

Describe how the Compact is shared with parents—No matter WHAT level!
Remember: face to face, personal contact....not just sent home. All Title I schools must have a School-Parent compact!

THE FOLLOWING NEEDS TO BE A SEPARATE ITEM. ALL TITLE I SCHOOLS MUST HAVE A SCHOOL-PARENT COMPACT. ALL TITLE I SCHOOLS MUST ATTACH THEIR COMPACT.

The School's School-Parent Compact is attached.

Yes or NO. If NO, explain WHY.

NOTE: The School's School-Parent Compact must be attached HERE.

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

User Friendly:
Limited English:
Parents with Disabilities:
Literacy Issues:

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom? **NOTE: Middle and high schools are not required to address this question; however, schools targeting an "Exceptional" rating on the Title I Schoolwide rubric can provide information regarding transitioning efforts for entering or exiting students. Schools choosing not to respond should put "N/A" in the box below.**

Visitation & other strategies to "connect" with pre-school children MORE THAN once:

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten? **NOTE: Middle and high schools are not required to address this question. Institutions that do not have preschool should put "N/A" in the box below.**

Training for parents and/or preschool teachers:
Consider the timing of the training---the point is to get preschool students READY for kindergarten. With that in mind, the fall of the year BEFORE they become kindergarteners is not too early to start with the transition. Waiting until just before they enter kindergarten is not helpful timing.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

What decisions are made based on the assessments (such as student identification for interventions, changes in instruction, communication with parents, etc); How the information is shared, what assessments are used, how often, etc.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Self Explanatory

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

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

English Language Arts

Reading

Grade Span:

Identification/Criteria for Selection:

Writing

Grade Span:

Identification/Criteria for Selection:

Math

Grade Span:

Identification/Criteria for Selection:

Science

Grade Span:

Identification/Criteria for Selection:

Social Studies

Grade Span:

Identification/Criteria for Selection:

NOTE: Consider how students ENTER and EXIT the services. How frequently does the identification occur? If different by grade span, that should be explained by grade span.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level?

English Language Arts

Reading

Grade Span:

Interventions:

Writing

Grade Span:

Interventions:

Math

Grade Span:

Interventions:

Science

Grade Span:

Interventions:

Social Studies

Grade Span:

Interventions:

Who provides the service? How is it provided? How frequently is the assistance provided? If different by grade span, that should be explained by grade span.

3. How are students’ individual needs being addressed through differentiated instruction in the classroom?

Describe how the differentiation of instruction addresses individual student academic needs in the classroom. It must be clear that individual student needs are being addressed **IN THE CLASSROOM**. Describe the **WAYS** in which classroom teachers are “differentiating”.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

LIST! CHECK WITH BUSINESS OFFICE AND CENTRAL OFFICE TO TRY TO INCLUDE A FULL LISTING

****NOTE: If the school is participating in a fiscal consolidated program, this section will need to explain that consolidation/pooling of funds.**

Describe WHAT the resources provide, or do, for the schoolwide program and goals.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

STATE RESOURCES, PROGRAMS & GRANTS:

LOCAL RESOURCES, PROGRAMS & GRANTS:

Be descriptive on how these resources support the goals and strategies of your plan.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

SORT THE ITEMS ABOVE INTO WHICH OF THE 10 COMPONENTS EACH SUPPORTS.

1. Comprehensive Needs Assessment:
2. Schoolwide Reform Strategies:
3. Highly Qualified Staff:
4. Attract and Retain Highly Qualified Staff:
5. Professional Development:
6. Parental Involvement:
7. Preschool Transition:
8. Assessment Decisions:
9. Timely & Additional Assistance:
10. Coordination & Integration of Federal, State & Local Resources:

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

NOTE: Not all schools receive all of the funding sources mentioned.

List only those that the school actually receives which fit this narrative. Most schools have a nutrition program (free and reduced lunch program) at a minimum. Don't be concerned

about addressing all these categories. Speak only to the ones the school actually has.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

At least annually---that is the point.

How are you evaluating the IMPLEMENTATION of the program?

Remember the role of PARENTS!!

Consider the use of the MDE Program Evaluation Tool.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement.

How are you evaluating the RESULTS—the impact of the PROGRAM on student achievement? **Consider the use of the MDE Program Evaluation Tool.**

Remember the role of PARENTS!

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

How are you monitoring the PROGRAM's impact on those students? How do you measure the growth of students furthest from achieving the standards?

Consider the use of the MDE Program Evaluation Tool.

Remember the role of PARENTS!!

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Self Explanatory....remember the role of PARENTS!!