ARIZONA DEPARTMENT OF EDUCATION

ESEA for LEAs

Developing a Title I Schoolwide Program
Part Two

Title I Unit
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Department of Education

ESEA For LEAs

PURPOSE OF DOCUMENT

The purpose of this document is to provide technical assistance and guidance to district and charter schools implementing a Title I Schoolwide Program. The information and tools in this workbook compliments ***Part Two*** *of the* ***ESEA For LEAs: Developing a Title I Schoolwide Program*** *training provided by the Title I Unit of the Arizona Department of Education. The PowerPoint presentation can be downloaded from the Title I Schoolwide Program webpage on the Arizona Department of Education website. Documentation in this workbook may be used as evidence of a school's transition to a Title I Schoolwide Program. Worksheets may also be uploaded into the Arizona Local Educational Agency Tracker (ALEAT) as supporting evidence for compliance requirements through Cycle Monitoring.*

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PRE-TEST

1) **What are the 12 components of a Schoolwide Program?**

2) **What is the definition of strategies supported by Scientifically Based Research?**

3) **What are the four areas of focus for Academic Achievement?**

4) **What is a professional development needs assessment?**

5) **What are the six types of parental Involvement?**

6) **Who are considered to be students in transition?**

7) **True or False: A school implementing a Schoolwide Program DOES NOT need to provide academic interventions for at-risk students.**

8) **True or False: Teachers should have input in the decision making process of the school.**

9) **What is Comprehensive School Reform?**

10) **True or False: A school implementing a Title I Schoolwide Program may choose only one CSR model.**

SCIENTIFICALLY BASED RESEARCH

What is Scientifically Based Research?
According to *ESEA 9101 (37)*, scientifically based research (SBR) is "research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs."

SBR in best educational practice must consist of the following:

- ✓ Employs systematic, empirical methods that draw on observation or experiment.
- ✓ Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- ✓ Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- ✓ Uses experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- ✓ Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- ✓ Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Selecting Best Practices and Instructional Strategies
There are numerous best practices and instructional strategies developed by education researchers, practitioners, and curriculum providers that improve student achievement as well as strengthen student Involvement and promote the use of higher order thinking skills to apply key concepts and ideas while also address the individual needs and skills of students. However, not every SBR practice or strategy will effectively meet the specific needs of an LEA.

An LEA seeking to reform its academic program as part of its Schoolwide plan should review the SBR related to the best practices and consider whether these instructional strategies and programs best address the school's identified and prioritized needs.

Consider the following when reviewing SBR that best meets the needs of the LEA:

- ✓ Determine the relationship between the SBR and the data. (Is this the best method?)
- ✓ Assess the return on investment. (Is this worth the cost?)
- ✓ Determine the breadth of impact. (How many will this serve?)
- ✓ Assess immediate impact versus long term results. (Will this be a quick fix or demonstrate continuous improvement?)
- ✓ Judge sustainability. (What are the short term and long term costs, effects, etc.?)

North Central Regional Educational Laboratory

TITLE I SCHOOLWIDE PLAN COMPONENTS

A well-constructed plan provides the blueprint for all components and operations of the Schoolwide program, bring focus and coherence to activities, and ensure unity of purpose, alignment, and accountability.

The following components are defined in *Section 1114 (b) of Title I of the ESEA* and must be addressed in the school's Title I Schoolwide Program/Plan:

Component	Purpose
Comprehensive Needs Assessment	Assessment of schoolwide education program to determine the school's areas of strength, growth, and improvement and prioritize needs to be addressed in the Schoolwide Plan.
Schoolwide Reform Strategies	Instructional strategies and initiatives based on the following: ✓ scientifically-based research ✓ strengthening the core academic program ✓ increasing quantity and quality of instructional time ✓ addressing the needs of all students in the school
Highly Qualified Staff	All teachers of core academic subjects and instructional paraprofessionals in a Schoolwide school meet the HQ criteria.
Professional Development	Staff must receive high quality professional development that will meet the goals and objectives of the Schoolwide plan.
Attracting and Retaining Highly Qualified Teachers	The Schoolwide Plan must include strategies and action steps to attract and retain highly qualified teachers.
Parental Involvement	The Schoolwide Plan must contain strategies and action steps involving parents in improving student performance as well as planning, implementing, and evaluating the Schoolwide Program.
Transition of Students	Schoolwide Plans must include strategies and action steps to ensure a smooth transition and continue the foundation of learning from early childhood programs and grade bands.
Data Driven Decision-Making	Multiple measures should be used to assess and evaluate student achievement and school performance.
Teacher Input	Teachers must be involved in the planning, development, implementation, and evaluation of the Schoolwide Program.
Academic Assistance / Interventions	Additional assistance and interventions must be provided to address the needs of students most academically at-risk.
External Facilitator	The transition to Schoolwide requires the input a facilitator who is not a member of the school community. This facilitator may be a district office representative or an external consultant hired by the LEA or school to oversee the process.
Coordination and Integration of Federal, State, and Local Services and Programs	Schools are expected to use the flexibility available to them to integrate services and programs to upgrade the entire educational program and help all students meet and exceed levels of achievement.

SCHOOL REFORM STRATEGIES

The focus of a Title I Schoolwide Program is comprehensive schoolwide reform of the Title I school's education program. Comprehensive School Reform (CSR) is a systematic approach to school improvement that addresses every aspect of a school from curriculum to scheduling to management to family and community involvement.

School reform strategies implemented by a Title I school should focus on the following:

Curriculum	• Rigorous and relevant • Aligned to state standards • Address student needs • Supported by scientifically based research • Provides supplemental academic assistance and interventions for students who are most academically at risk.
Assessment	• Provides formative and summative results • Aligned to state standards • Measures student needs • Supported by scientifically based research • Establishes a system that allows for data analysis, alignment, and identification of prioritized needs
Reading / Mathematics	• Targets specific grade levels.[1] • Strengthens instruction for all students – especially those most identified as most academically at-risk. • Provides opportunities for intervention. • Provides professional development on effective instructional strategies.
Grade Level	• How are all students performing at the target grade levels in reading and mathematics? • Are there specific grade levels that show a greater need for improvement in academic achievement in certain academic areas/benchmarks?
AYP Subgroups	• Are there certain populations that require more targeted or strategic interventions? • How does the education program address the needs of all subgroups?
Schedule	• Amount/length allocated for instruction • Amount/length of time allocated for professional development • Opportunities for collaboration • Opportunities to meet with stakeholders

[1] A.R.S. 701(2) (a) and 15-704(D) identifies **3rd Grade** as the key benchmark year for **reading proficiency** and **academic promotion**. The **Arizona Mathematics Standards** (based on Common Core Standards) are organized so that **Kindergarten** and **grades 3 and 6** are key benchmark points.

TEACHER EFFECTIVENESS

Section 1114 (C) and (D) of the ESEA requires the following components be addressed as part of a Title I Schoolwide Program/Plan:

Instruction by Highly Qualified Staff

In a school operating a Title I Schoolwide Program, all core academic teachers are Title I teachers since all students are Title I students. Every classroom becomes a Title I classroom. However, core academic classroom teachers **cannot be funded** using Title I monies. Only the salaries and benefits for reading and mathematics interventionists/specialists providing academic assistance and interventions can be funded using Title I monies.

All classroom teachers in a school implementing a Title I Schoolwide Program must meet the highly qualified requirements documented in Section 1111 and Section 1119 of the ESEA. School leaders must look at the qualifications of current staff members and determine which instructional needs can be currently met with the existing staff.

Highly Qualified Reading Interventionist/Specialist

Academic interventions in Reading must be provided by a teacher who holds a reading endorsement. Middle and high school teachers in a school with a Title I Schoolwide Program assigned to teach a remedial/intervention reading class (whether or not credit is given must hold the Reading Endorsement.

Highly Qualified Math Interventionist/Specialist

Academic interventions in Mathematics must be provided by a teacher who is highly qualified to teach Mathematics. As documented in the 2011-2012 Arizona Guidance for Title II-A, a Highly Qualified Math Interventionist must meet the following requirements[2]:

- Bachelor's Degree
- Valid AZ Teaching Certificate
- Math Content Competency as demonstrated by:
  - Passage the Middle Grades Mathematics Subject Knowledge AEPA test #37; **OR**
  - Passage of the Mathematics Subject Knowledge AEPA test #10; **OR**
  - Holds an advanced degree in mathematics; **OR**
  - Major or 24 hours in mathematics; **OR**
  - Holds National Board Certification in Mathematics (Early Adolescence Certificate); **OR**
  - Initial Mathematics Endorsement awarded after June 30, 2011.

[2] 2011-2012 Arizona Guidance for Title II-A, page 19.

Paraprofessionals

The use of paraprofessionals in Title I programs is governed by Section 1119 of the ESEA, which says that paraprofessionals must be highly qualified and under the direct supervision of a highly qualified teacher. Direct supervision of a teacher means the following:

- The HQ teacher/interventionist/specialist prepares the lessons and plans the instructional support activities the HQ paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working.
- The HQ paraprofessional works in close and frequent proximity with the HQ teacher/interventionist/specialist.

Attracting and Retaining Highly Qualified Teachers

Schools must create strategies to attract and retain highly qualified teachers as part of their staff. School leaders should research what methods and practices are most effective and favorable in building and maintain a solid instructional staff. This can be done by the following:

- Conducting a professional development needs assessment.
- Establishing clear professional and personal goals focusing on individual growth and development.
- Providing ongoing evaluation and coaching, and incentives for teachers to join or remain on staff.

For further guidance on Teacher Effectiveness and Title I requirements, please review the 2011-2012 Arizona Guidance for Title II-A that can be accessed on the Arizona's Model for Identifying Highly Qualified Teachers and Paraprofessionals page on the Arizona Department of Education website.

PROFESSIONAL DEVELOPMENT

At the beginning of the school year, school leaders should conduct a professional development needs assessment. The result of this needs assessment should be aligned with the goals of the Schoolwide plan as well as meet the needs of the teacher to improve and grow in their profession.

Once the Title I school identifies which professional development activities and programs will address the needs of each of the above items, organize and rank the PD based on who will be receiving the training and also the priority in need.

Professional Development and Comprehensive School Reform
Professional development is interdependent to CSR the following manner:

- Professional development should be focused on providing training and support for instructional staff on how to implement the CSR model chosen by the school effectively and with fidelity.
- The CSR Model should provide staff development and support on how to align and implement the specific and strategic components of the model into the Title I Schoolwide Plan.

When researching CSR Models to potentially implement as part of the Title I Schoolwide Program, school leaders should verify what kind of support the model provides to all staff during the planning, implementation, and evaluation stages.

Guiding Questions for Professional Development
After reviewing the data comprehensive needs assessment and surveying the staff, determine the following when considering what SBR professional development to provide or offer in this order of prioritization:

- ***Which professional development needs relate directly/indirectly to improved student achievement?***
- ***Which professional development needs relate directly/indirectly to improving instructional delivery?***
- ***Which professional development needs relate to improving school safety and / or climate?***
- ***Which professional development needs relate to improving the health and well being of students, family and staff?***

PARENT INVOLVEMENT

There are extensive requirements in the law for Parental Involvement (section 1118). What you need to know is contained on the ADE website http://www.ade.az.gov/asd/Title1/parent.asp . The *Non-Regulatory Guidance* (April 2004) is also available at this site.

The ADE Title I Parent Involvement Specialist, Terry Strayhand (terry.strayhand@azed.gov), is available to assist schools in their quest to strengthen the parental involvement component of Title I.

Parental Involvement
• Notify parent of student selection/involvement in Title I program. • Organize a parent meeting that will share the purpose and goals of the program. • Familiarize parents with the rights of the Title I student. • Encourage parents to participate in activities related to the Title I program. • Document attendance/participation. • Establish communication and opportunities for feedback/input. • Assist parents in learning how to support their student's education.

LEA Parent Involvement Policy

All LEAs are required to develop jointly with parents of students a parent involvement policy that is incorporated into the LEA's Continuous Improvement Plan. The LEA Parent Involvement Policy includes the following:

- ✓ How does the LEA provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance?
- ✓ How does the LEA help build the schools' and parents' capacity for strong parental involvement?
- ✓ How does the LEA coordinate and integrates parental involvement strategies under Title I with parental involvement strategies under other federal programs;
- ✓ How does the LEA conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of the Title I schools?

The LEA must provide evidence of the following:

- Parents are involved in the development of the LEA Parent Involvement Policy.
- Parents agree to the provisions of the LEA Parent Involvement Policy.
- Parents receive written version of the LEA Parent Involvement Policy.
- The LEA delivers the LEA Parent Involvement Policy in an understandable and uniform format and, when practicable, provided in a language the parents can understand.
- Parents are involved in an annual evaluation of the LEA's parent involvement strategies and action steps in the Continuous Improvement Plan.
- Any revisions in the LEA Parent Involvement Policy made as a result of the annual evaluation and incorporated into the Continuous Improvement Plan in ALEAT.

Evaluation of Parent Involvement

All programs under Title I have an evaluation component. The parent engagement evaluation needs to consist of parents and school personnel teaming together to determine if the goals of the program have been met effectively, if the budgeted items were appropriately spent, and evaluating the overall parent engagement program including the review of the school parent policy and the school parent compact.

1% Parent Involvement Set Aside (For LEAs with Title I Allocation of $500,000 or more)

LEAs that receive $500,000 or more in Title I –A funds are required to reserve not less than 1% of its Title I allocation for parent involvement activities. These LEAs must document how they 95% of the 1% reserved must be distributed to participating schools.

Title I Meetings for Parents

There are two types of Title I meetings a school holds:

- **General Information:** This meeting for all parents serves as an overview of what is Title I, the school's Title I program, how students qualify, how services are provided, and how student achievement is monitored. Schools with a Title I program must conduct this meeting at the beginning the school year. It is recommended a second meeting be conducted at the end of the year to discuss and review the success of the program and plan for the following academic year.
- **Title I Committee Meeting:** These on-going meetings are conducted by a site-based committee consisting of members of the school community – administrators, teachers, parents, and even students (particularly at the secondary level). The focus of these meetings is to discuss, monitor, review, and modify policies and procedures of the school's parent program. These meetings are in addition to other organization meetings conducted by the school (e.g. school board, site council).

All meetings must have sign-in sheets available to document parent attendance and an agenda to inform parents of the topics to be discussed in the prepared meeting. These documents must be kept in the school office as evidence of parental engagement for federal compliance.

Title I School Parent Involvement Policy

Along with the LEA Parent Involvement Policy, each Title I school must develop a site-based Parent Involvement Policy with parents that describe how the school does the following:

- Convene an annual public meeting.
- Offer a flexible number of meetings, such as meetings in the morning or evening.
- Involve parents in an organized, ongoing and timely way.
- Provide parents with timely information on topics such as curriculum, assessments, etc., and opportunities for regular meetings (if requested).
- Provide opportunities for equal access for parents whose students may be English Language Learners, migrant, homeless, or disabled, in a language they can understand.
- Involve parents in the joint development of the Title I plan and a rebuttal process.
- Provide opportunities for additional meetings if requested by the parents.
- Details strategies for building parent involvement.
- Provide for the submittal of parent comments on school plans.

The school is required to provide evidence similar to the LEA regarding the involvement of parents in the development and agreement of the site-based policy as well as the distribution of the policy in an understandable and uniform format in a language the parents can understand.

Title I School-Parent Compact

Each Title I School Parent Involvement Policy/Plan describes how the school jointly developed with parents of participating students a School-Parent Compact. The compact should be completed and reviewed annually at least, preferably during parent-teacher conferences.

The compact must include a description of how the school and parents will meet the following requirements:

- ✓ The school provides high quality curriculum and instruction in a supportive and effective learning environment.
- ✓ The school addresses the importance of two-way communication between teachers and parents through conferences, frequent reports, classroom visits, electronic communication, etc.
- ✓ The school ensures and provides reasonable access to staff.
- ✓ The school provides opportunities for parents to volunteer and participate in their child's class, observe classroom activities, etc.
- ✓ The parents' responsibility for supporting their child's learning (i.e. Attendance, schedule homework time, reduction of TV time, participation in decision making for the school, etc.)

Schools may choose to document student responsibilities in the compact.

Cycle Monitoring

The LEA and site-based Parent Involvement requirements are monitored during **Cycle 1** and **Cycle 4** of Title I Program Compliance Monitoring. LEAs and Title I schools are required to upload all supporting documentation inside ALEAT as evidence for compliance. Though compliance monitoring for parent involvement occurs only twice during the 6 year cycle, **LEAs and Title I schools are required to upload annually all evidence of Parent Involvement activities inside ALEAT** such as the annual Title I meetings as well as any modifications to the Parent Involvement Policies/Plans.

SIX TYPES OF PARENTAL INVOLVEMENT

- **TYPE 1--PARENTING:**
  - Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.
  - Assist schools in understanding families.

- **TYPE 2—COMMUNICATING**
  - Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

- **TYPE 3—VOLUNTEERING**
  - Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

- **TYPE 4--LEARNING AT HOME**
  - Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

- **TYPE 5--DECISION MAKING**
  - Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

- **TYPE 6--COLLABORATING WITH THE COMMUNITY**
  - Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community.

It is recommended that one or two strategies a year be identified for each level of participation.

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GUIDANCE FOR PARENTAL INVOLVEMENT

Use the table as a guide to create strategies and action steps that address parent involvement. You should include the strategies in the LEA and school's parent involvement policy and the school-parent compact.

PARENT INVOLVEMENT POLICY	
Communication	
How does the school keep parents engaged in two-way communication?	•
How does the school maintain regular, meaningful two-way communication?	•
Education/Parenting/Learning at Home	
How does the school help families understand the growth and development of their children?	•
What educational services does the school provide to the parents in order to help their student be successful in school?	•
How can the school support the parents at home with the education of their student?	•
Involvement/Volunteering	
How does the school make parents feel welcome in the school?	•
How does the school encourage parents to become involved as volunteers to support student achievement and school programs?	•
Decision-Making	
How does the school include parents in school decisions, governance, and advocacy?	•
Collaboration with Community	
How does the school build and foster relationships with the general community?	•
What kind of community resources are used to strengthen the school, families, and student learning?	•
Informal Activities	
What informal activities do the school sponsor that allows parents, students, staff, and community members to interact?	•
Opportunities	
What opportunities has the school established for the parents and educators to share information?	•

SCHOOL-PARENT COMPACT			
School Responsibilities			
What are the responsibilities of the school when it comes to student learning?	•		
Parent Responsibilities			
What are the responsibilities of the parent when it comes to student learning?	•		
Student Responsibilities			
What are the responsibilities of the student when it comes to student learning?	•		
EVALUATION			
How does the school determine the effective parent involvement in collaboration with the parents?	•		
Evaluation of Parental Involvement	**Yes**	**No**	**Evidence/Data**
Have the goals of the Title I program been met?			
Were the budgeted items spent appropriately?			
Is the parent involvement policy successful in helping students academically?			
Are the Parent Involvement Policy and School Parent Compact clear, effective, and collaboratively established and agreed upon by all members of the school community?			

TRANSITION OF STUDENTS

While the law only specifies transition from pre-school programs such as Head Start to elementary school, it is recommended that each school create a plan that addresses the following transitions:

- elementary to middle school
- middle school to high school
- high school to post-secondary (ECAPS)
- neglected and delinquent students from corrections to school
- charter school to non-charter school

A plan for student transition can also be beneficial for LEAs with elementary and middle schools in addressing the Continuous Improvement Plan and the School Improvement goal of High School Graduation by showing how they prepare students for continuous education at the secondary and post-secondary levels.

Transitional Activity Summary

Identify the transitional activities of the LEA, the goals for ensuring smooth transitions between education levels, and an assessment of effectiveness.

Grade Band	Transitional Strategy	Responsible Party	Evaluation
Early Childhood to Kindergarten	*How does the Title I Schoolwide Program address the transition for all students to structured schooling in Kindergarten?*	*Who is responsible for implementing this strategy?*	*How is the effectiveness of the strategy evaluated?*
Grade K-3 to 4-6	*How does the Title I Schoolwide Program address the transition from learning to read and calculate/compute to reading and calculating/computing to learn?*	*Who is responsible for implementing this strategy?*	*How is the effectiveness of the strategy evaluated?*
Elementary School to Middle School	*How does the Title I Schoolwide Program address the transition for all students from instruction in self-contained core academic classrooms to instruction in subject-based classrooms?*	*Who is responsible for implementing this strategy?*	*How is the effectiveness of the strategy evaluated?*
Middle School/Junior High to High School	*How does the Title I Schoolwide Program prepare all students for the rigor and relevance of instruction at the high school level to prepare for college and career?*	*Who is responsible for implementing this strategy?*	*How is the effectiveness of the strategy evaluated?*
High School to College/Career	*How does the Title I Schoolwide Program prepare students for college and career post-graduation?*	*Who is responsible for implementing this strategy?*	*How is the effectiveness of the strategy evaluated?*

ASSISTANCE / INTERVENTION FOR AT-RISK STUDENTS

Though a Schoolwide Program focuses on school reform, students who are most at-risk academically are still expected to receive academic assistance and interventions in order to meet or exceed state academic standards.

Guiding Questions	Plan
Who will receive academic intervention?	
How will students be identified to receive additional support services?	
What criteria will be used to determine if a student needs further academic assistance and interventions?	
What interventions will be provided?	
What SBR supports the selection of the academic strategies utilized in the interventions? Why is this intervention the most effective method for the school and student population?	
Who will provide the intervention?	
Where will the intervention be provided?	
When will the intervention be provided?	
How will the intervention be provided?	
How will student achievement and progress be assessed, monitored, and evaluated?	

DATA DRIVEN DECISION MAKING

All decisions regarding the Schoolwide Program should be made based upon the collection of data through the comprehensive needs assessment, the results of formative and summative assessments, and the input of the instructional staff.

Purpose of Data Collection

- To gauge the effectiveness of the school and its education program in meeting the needs of its stakeholders.
- To recognize the school's areas of strength, growth, and improvement so it may utilize all of its resources effectively to improve student achievement.
- To determine whether students are learning.
- To identify students who need further academic assistance and intervention.
- To tailor instruction to meet individual learning needs.

Two Sources of Data Collection

Schools use primarily two sources of data collection to measure school performance and student achievement:

- **Assessments:** Measures used to assess and evaluate student progress and performance.
- **Surveys:** Measures used to assess and evaluate attitudes, beliefs, and values.

How Data Is Used

- **Districts:** Use information provided from assessments and surveys to determine needs, to target resources, to gauge the current state and status of the LEA and its schools, and to ensure all students are receiving the quality, effective education they deserve.
- **Schools:** Use information provided from assessments and surveys to determine needs, measure student achievement and progress, to select appropriate professional development for teachers to meet the needs of all students, and to gauge the climate of the school based upon the feedback from all stakeholders.
- **Teachers:** Use information from assessments and surveys to make informed decisions regarding classroom instruction, to have a better understanding of the skills and abilities of their students, and to evaluate their own skills and effectiveness as a professional educator.
- **Parents:** Use information provided from assessments and surveys to monitor the progress of their student, to have a clear and honest perspective of how their child's school is performing, and to provide input and reasons regarding decisions made at the school.

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TEACHER INPUT

Teacher input is a key component of data driven decision making. The instructional staff should be actively involved in how the data is analyzed and applied to decisions regarding academic instruction.

TEACHER INPUT	
How is the instructional staff involved in the school's decision making process?	
How do teachers contribute to the development of the SMART goals, strategies, and action steps of the Schoolwide Plan?	
What opportunities are provided for teachers to participate in decision-making related to school management and student achievement?	
How do staff members express high expectations for student achievement?	
What role do teachers play in deciding which assessments will be used to measure student achievement?	
How do teachers integrate technology into teaching?	
What is the process to determine the professional development needs of teachers?	
How is professional development evaluated and mid-course corrections made if needed?	
How often do teachers routinely communicate with parents (formally and informally) about the academic progress of their children? Explain.	

COMPREHENSIVE SCHOOL REFORM

A Title I Schoolwide Program focuses on comprehensive schoolwide reform (CSR). A CSR model effectively does the following:

- ***Addresses the needs of all students in the school.***
- ***Affects all core subjects at all grade levels with a particular emphasis on reading and math.***
- ***Promotes professional development for every teacher in the school with meaningful, ongoing activities.***
- ***Establishes specific benchmarks and an action plan for assessment and evaluation.***

CSR builds on a Title I Schoolwide Program in the following manner:

- ***Utilization of effective instructional methods and strategies supported by scientifically based research to strengthen the core academic program***
- ***Emphasis on continuous professional development to maximize teacher effectiveness***
- ***Guidance and technical assistance from an objective external facilitator***
- ***Formative and summative assessment of the Schoolwide Plan as a tool for continuous school improvement***

As part of the transition to a schoolwide program, a school must review their entire academic program and research which schoolwide reform model would best serve the needs of their school and its population.

All schools looking to transition to a schoolwide program – be it SW 1, SW2, or SW3 – must plan for comprehensive schoolwide reform. Even a school that is already operating as a Title I Schoolwide school must go through the planning for comprehensive schoolwide reform before implementing a Schoolwide 3 plan.

COMPREHENSIVE SCHOOLWIDE REFORM APPROACH

Identify needs through a Comprehensive Needs Assessment.

Investigate research based solutions that address schoolwide education reform.

Select a program that integrates the eleven components of CSR.

Gain support from all stakeholders.

Commit to the time and resources necessary.

Plan, develop, and implement into schoolwide education program.

Evaluate effectiveness regularly.

Modify, adjust, and strengthen where necessary.

COMPREHENSIVE SCHOOL REFORM FRAMEWORK

The core education program of a school consists of the following:

- ***Standards:*** *What are the state, LEA, or grade level academic criteria all students must meet in order to attain grade level academic proficiency or better?*
- ***Curriculum:*** *What are the curricular tools and instructional strategies the school uses to educate all students?*
- ***Assessment:*** *How is student achievement and progress measured and monitored?*
- ***Delivery of Service:*** *How is instruction provided to all students?*
- ***Enrichment:*** *What tools and strategies strengthen the education program?*
- ***Intervention:*** *What academic assistance is provided for students to meet or exceed state academic standards?*
- ***Involvement:*** *How does the school involve all stakeholders in the operation of the school?*

Schools implementing a Title I Schoolwide Program are required to adopt school reform strategies to strengthen the core education program. A CSR model approach provides a systematic approach to addressing every aspect of a school's core education program from curriculum to scheduling to management to involvement from all stakeholders. The model is meant to be used as "blueprints" to help schools make improvements in a variety of areas.

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COMPONENTS OF A COMPREHENSIVE SCHOOL REFORM MODEL

The United States Department of Education identifies 11 components that represent a comprehensive and scientifically based approach to school reform:

1. ***Employs proven methods and strategies based on scientifically based research***
2. ***Integrates a comprehensive design with aligned components***
3. ***Provides ongoing, high-quality professional development for teachers and staff***
4. ***Includes measurable goals and benchmarks for student achievement***
5. ***Is supported within the school by teachers, administrators and staff***
6. ***Provides support for teachers, administrators and staff***
7. ***Provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities***
8. ***Uses high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement***
9. ***Plans for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually***
10. ***Identifies resources to support and sustain the school's comprehensive reform effort***
11. ***Has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students.***

(U.S. Department of Education, 2002)

COMPREHENSIVE SCHOOL REFORM AND TITLE I

The CSR Model Approach serves as a "blueprint" with school reform strategies that will assist a school in making improvements in a number of areas.

Title I Schoolwide Plan	Comprehensive Schoolwide Reform (CSR)
Comprehensive Needs Assessment	Includes a plan for the annual evaluation of the implementation of school reforms and student achievement results.
School Reform Strategies	Employs proven methods and strategies based on scientifically based research.
Professional Development **Instruction by Highly Qualified Teachers** **Attract/Retain HQ Teachers**	Provides ongoing, high-quality professional development for teachers and staff. Provides support for teachers, administrators and staff.
Parental Involvement	Provides for meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities.
Transition of Students	Integrates a comprehensive design for effective school functioning with aligned components for schoolwide change.
Data Driven Decision Making	Includes measurable goals and benchmarks for student achievement.
Assistance / Interventions for At-Risk Students	Has been found through scientifically based research that such program will significantly improve the academic achievement of participating children.
Teacher Input	Is supported within the school by teachers, principals, administrators, and staff.
External Facilitator	Uses high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement.
Coordination of Federal, State, Local, and Other Services and Programs	Identifies other resources to support and sustain the schools comprehensive reform effort including Federal, State, local and private resources.

PLANNING, IMPLEMENTING, SUSTAINING CSR

There are numerous comprehensive school reform (CSR) models available for a school to adopt as their Title I Schoolwide Program. A school may implement one model, combine features of several models, or even design their own. However, while the goals, strategies, and action steps of these CSR programs are effective based upon scientifically-based research and proven results, not every CSR model will be effective for every school.

Investigate CSR Models

The decision behind the selection of the most appropriate CSR must be based upon the school profile and the data obtained from the school's comprehensive needs assessment. Once the data has been gathered and the school's strengths and areas for improvement have been identified, the school needs to explore which research-based school reform model will address the needs of the school and improve schoolwide performance.

a) **Research CSR Models:** The schoolwide planning team must research and review CSR models and compare how the strengths of these models will meet the school's areas of improvement identified in the needs assessment. Schools may consult with the state education department, educational consultants, other schools (preferably those with similar demographics and needs); education professors and academics; review academic journals; or conduct their own research using the internet.

b) **Be Thorough, Critical, and Reflective with the Research:** Consider the demographics of your school community and the goals of the LEA and school when reviewing and researching CSR models. Analyze the evidence of CSR models closely and share results and opinions with members of the schoolwide planning team. Engage in professional discussions with colleagues. Look for research that supports and refutes the strength of the CSR model.

c) **Conduct Site Visits:** Have members of the schoolwide planning team visit schools that have implemented the CSR model being considered for adoption. Observe classrooms and the activities related to the CSR model. Interview all stakeholders within the site's school community – administrators, certified staff, classified staff, parents, students – to learn from their experience and garner their opinions.

Understand CSR Models

As the schoolwide team members conduct their research, they will learn there is a vast amount of CSR models available from which to select. The schoolwide planning team must consider the following when making their selection:

- How does the CSR model fit into the school's overall vision?
- How may the CSR model be integrated to create a consolidated schoolwide reform program?
- How will the CSR model work to raise student achievement in the school?

Types of CSR Models

CSR Model		Focus
Curricular / Instructional Model	Entire School	**Managerial Based Reform (schoolwide)** • Provides specific approaches to curriculum, instruction, professional development, student materials, teachers' materials, and assessment. • Addresses school organization through prescribed patterns for staffing and school governance. • Emphasize the importance of improving nonacademic aspects of schooling. • Foster family-school community connections.
	Skill / Content Area	**Instructional/Performance Based Reform (targeted[3])** • Single subject areas • Building specific skills • Using specific teaching or learning strategies • Implemented in conjunction with other components of schoolwide reform (e.g. professional development, parental engagement, etc.)
Process / Organizational Model		**Organizational Based Reform** • Uses a collaborative process to implement change by engaging all stakeholders in the school community to form committees and planning teams. • Implements the change model for large-scale organizational reform by stating the school's mission, creating the vision, and establishing values to drive the decision-making process.

[3] While the Skill/Content Area focused model is considered be targeted because it focuses on a specific area, it can be implemented as a strategy in the Schoolwide 3 Plan. It does not mean that it may be used only in a Title I Targeted Assistance Program

Analyze CSR Models

Once the schoolwide planning team has completed the research, the next step involves finding which CSR model would best meet the needs of the school. Under a Schoolwide 3 plan, the CSR model should not only meet the criteria of a Title I Schoolwide Plan but also establish coherence and consolidation of all programs and activities supporting the academic performance of the school.

The CSR model should provide evidence of effectiveness in the following four areas:

- **Theory or Research:** Do the theoretical or research findings explain how the CSR model and its practices improve student performance?
- **Improvement in Student Achievement:** What is the difference in student achievement before and after the CSR model has been implemented?
- **Effective Implementation:** How can the CSR model be effectively incorporated into the schoolwide plan to meet the needs of the school?
- **Replication:** Can the CSR model be implemented and its success be repeated in other schools?

Select the CSR Model

Once the schoolwide planning team has completed their research and evaluation of potential CSR models, the team must decide which CSR model or combination of CSR models would be most effective and applicable to meet their school's specific needs. The chosen CSR model should also address the specific goals of the site as well as match the priorities of the LEA.

The team should select more than one CSR model to present to stakeholders that would effectively meet the school's needs. Outline the similarities and differences between the CSR models and how each may effectively meet the needs of the school.

The selection should be made based on the following questions:

- ***Does the CSR model address federal, state, and local educational policies and procedures?***
- ***Does the CSR model meet the eleven components of CSR reform?***
- ***Does the school have the adequate resources to implement the CSR model effectively? If not, what resources are needed or how may the school consolidate or reallocate existing resources for effective implementation?***
- ***Which other schools have implemented the CSR Model? What is the feedback and results?***

Once the CSR model has been selected, the school needs to contact the CSR model developer and arrange for consultation and technical assistance with implementation.

ANALYSIS: CSR MODELS

Use this form as a guide when researching CSR models and determining which would most effectively meet the needs of the school as identified in the comprehensive needs assessment.

Name of CSR	*What is the name of the Comprehensive Reform Model?*	
Service Provider	*Who is the organization/sponsor that created the model, conducted the research, and provides comprehensive training and professional development?*	
Grade Level Served	*What grade levels does the CSR model serve? What student populations does the model target?*	
Model Description	*Briefly describe the CSR model and how it is structured and implemented within a school.*	
Model Mission/Focus	*What is the mission of the CSR model?*	
Primary Goal	*What is the primary goal of the CSR model?*	
Main Features	*What are the main features of the CSR model? What makes the model unique or more effective compared to other CSR models?*	
Impact on Instruction	*What is the impact of the CSR model on instruction? Does it affect all curricular subjects or just specific areas?*	
Impact on School Organization	*What is the impact of the CSR model on the organization of this school? Does the model subscribe to a specific leadership/managerial philosophy?*	
Impact on Academic Schedule	*What is the impact of the CSR model on the academic schedule? How is time allotted to instruction set and structured?*	
Professional Development	*What kinds of professional development does the CSR model provide? How is professional development organized and provided? What is the time frame?*	
Technology	*How is technology aligned and implemented with the CSR model?*	
Evidence of Positive Effect on Student Achievement	*Document any evidence of positive effect on student achievement, especially evidence that correlates to the school's student population.*	
Evidence of Contribution to Teacher Effectiveness	*Document any evidence of positive effect on how the CSR model and its professional development have made teachers more effective.*	
Evidence of Fostering Parental Involvement	*Document how the CSR model emphasized and encourages parental engagement.*	
Cost	*What is the cost of implementing the CSR model with fidelity?*	
Potential for Implementation / Comments	*Yes*	*No*

ALIGNING THE CSR MODEL TO THE SCHOOLWIDE PLAN

Once the schoolwide planning team has selected the CSR model to implement, it must be aligned to the SMART Goals and incorporated as strategies and action steps of the Title I Schoolwide Plan.

Name of CSR	*Write the name of the model.*
Service Provider	*What is the objective of the CSR model?*
Target Grade Level / Target Population (s)	*Identify the grade level (e.g. elementary, Grades K-3, high school) or population (e.g. AYP subgroup, parents, staff) the CSR model addresses.*
Model Description	*Briefly describe the CSR model, how it is structured, and how it is implemented within a school.*
Model Mission / Focus	*What is the mission of the CSR model?*
Main Features	*What are the main features of the model?*
Cost	*What is the cost of the model?*
Title I Schoolwide Component	***Alignment of CSR Model Provision to Schoolwide Plan***
Schoolwide Reform Strategies	*How does the model contribute to making all staff members HQ?*
Highly Qualified Teachers / Paraprofessionals	*What professional development is provided with the model?*
Professional Development	*How does the model address attracting and retaining HQ teachers?*
Attracting and Retaining Highly Qualified Teachers	*How does the model encourage and emphasize parental involvement?*
Parental Involvement	*How does the model address the transition of students between grade and school levels?*
Transition of Students	*How does the model measure and incorporate data?*
Data Driven Decision Making	*How does the model encourage and emphasize teacher input?*
External Facilitator / Technical Support	*What kind of input/involvement does the teaching staff provide?*
Coordination and Integration of Different Funding Sources / Programs	*What kind of technical assistance and support does the model provide?*
School Improvement[4]	*How does the model incorporate various areas and elements of the school into a comprehensive education program?*

[4] Only those schools identified as in school improvement need to complete this category of alignment

APPENDIX

ANALYSIS: CSR MODEL

Name of CSR		
Service Provider		
Grade Level Served		
Model Description		
Model Mission/Focus		
Main Features		
Impact on Instruction		
Impact on School Organization		
Impact on Regular Day Instructional Schedule		
Professional Development		
Technology		
Evidence of Positive Effect on Student Achievement		
Evidence of Contribution to Teacher Effectiveness		
Evidence of Fostering Parental Involvement		
Cost		
Alignment to School Needs	Pro	Con
School Leadership Capacity		
Curriculum, Instruction, Professional Development		
Classroom and School Assessments		
School Climate, Culture, Communication		
Potential for Implementation / Comments	Yes	No

ALIGNMENT: CSR MODEL TO TITLE I SCHOOLWIDE PLAN[5]

Name of CSR	
Service Provider	
Target Grade Level / Target Population (s)	
Model Description	
Model Mission / Focus	
Main Features	
Cost	
Title I Schoolwide Component	***Alignment of CSR Model Provision to Schoolwide Plan***
Schoolwide Reform Strategies	
Highly Qualified Teachers / Paraprofessionals	
Professional Development	
Attracting and Retaining Highly Qualified Teachers	
Parental Involvement	
Transition of Students	
Data Driven Decision Making	
External Facilitator / Technical Support	
Teacher Input	
Coordination and Integration of Different Funding Sources / Programs	
School Improvement[6]	

[5] Complete for every CSR Model implemented at the school.
[6] Only those schools identified as in school improvement need to complete this category of alignment

ADE COMPREHENSIVE SCHOOL REFORM MODELS

ADE Initiatives	Purpose
AZ Response to Intervention	The Response to Intervention (RTI) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about general, remedial, and special education, creating a well-integrated and seamless system of instruction that is guided by student outcome data.
Arts Integration	Title I-A Stimulus Funds are a new opportunity for schools interested in **arts integration as a school reform model.** These funds may be used to strategically invest in professional development centered on incorporating arts-based instructional practices into the classroom. They may also be used to develop collaborative partnerships with community resources to support an arts-based approach to the curriculum**.**
Technology Integration	Arizona's definition for fully integration technology is *"LEAs who have embedded appropriate technology to support student learning across all curricular areas."* The U. S. Department of Education requires states to report the number of LEAs who have fully integrated technology, which is one of the three goals of the Title II-D Enhancing Education Through Technology (EETT) legislation. To meet this requirement, the Arizona Department of Education (ADE) has developed the **Arizona Technology Integration Matrix - LEA Level (ATIM - LEA Level),** which can help schools and/or districts in identifying how fully technology is currently being integrated at an institutional level.
ADE School Improvement[7]	**Purpose**
Turnaround Model	The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years) and rehires no more than 50% of the staff. The LEA gives greater principal autonomy and implements other prescribed and recommended strategies.
Restart Model	The LEA converts or closes and reopens a school under a charter school operator, charter management organization, or education management organization.
Transformation Model	The LEA replaces the principal; implements a rigorous staff evaluation and development system;, rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

[7] These models are utilized for the School Improvement Grant for Persistently Low Performing Schools offered through the Office of School Improvement and Intervention in the School Effectiveness Division of the Arizona Department of Education but may be adopted by any Title I school.

TITLE I SCHOOLWIDE PLAN COMPONENT FRAMEWORK

Describe how you will align your Title I Schoolwide Plan to each component based upon the results of the Comprehensive Needs Assessment. You may rewrite the writing in each box.

Component	Alignment
Comprehensive Needs Assessment	What are the prioritized needs of the school according to the Comprehensive Needs Assessment?
Comprehensive School Reform Model	What Comprehensive School Reform Model(s) will the school implement to address the prioritized needs of the school and the components of a Title I Schoolwide Plan?
Schoolwide Reform Strategies	What instructional strategies and initiatives will the school implement that meet the following requirements? ✓ scientifically-based research ✓ strengthening the core academic program ✓ increasing quantity and quality of instructional time ✓ addressing the needs of all students in the school
Highly Qualified Staff	How will the school ensure all students are provided instruction from a HQ teacher?
Professional Development	What professional development will the school provide to address the needs of all students?
Attracting and Retaining Highly Qualified Teachers	How will the school attract and retain highly qualified teachers?
Parental Involvement	What strategies and action steps will be implemented that will ensure involvement of parents in improving student performance as well as planning, implementing, and evaluating the Schoolwide Program?
Transition of Students	How will the school address transition of students from pre-K to Kindergarten, K-3 to 4-6, elementary to middle school, middle school to high school, or high school to post-secondary education/career?
Data Driven Decision-Making	What multiple measures of assessment and evaluation will the school implement to measure the effectiveness of the program?
Teacher Input	How will the school involve teachers in the planning, development, implementation, and evaluation of the Schoolwide Program.
Academic Assistance / Interventions	What additional assistance and interventions will be provided to address the needs of students identified as most academically at-risk?
External Facilitator	Who will be the external facilitator that guides the school through the process of transitioning to a Title I Schoolwide Program?
Coordination and Integration of Federal, State, and Local Services and Programs	Will the school choose to coordinate and integrate federal, state, and local services and programs? If so, how does the school plan to do this?

RESOURCES

Title I Schoolwide Programs
This is Section 1114 of Title I, Part A of the Elementary and Secondary Education Act of 1965 outlining the policies and provisions for a Title I Schoolwide Program.
Link: http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114

US Department of Education Parental Involvement
This is the webpage on parental involvement for the US Department of Education.
Link: http://www2.ed.gov/parents/landing.jhtml?src=ln

Parental Involvement
This is the Arizona Department of Education webpage for Parental Involvement. For further technical assistance, please contact Terry Strayhand at terry.strayhand@azed.gov.
Link: http://www.ade.az.gov/asd/Title1/parent.asp

Comprehensive School Reform Program
The U. S. Department of Education website on the Comprehensive School Reform Program authorized under of *Title I, Part F* of the ESEA in January 2002. This page contains the eleven components of a Comprehensive School Reform Program.
Link: http://www2.ed.gov/programs/compreform/2pager.html

IES What Works Clearinghouse
This is the web site sponsored by the U.S. Department of Education Institute of Education Sciences that serves as a source of scientific evidence for what works in education.
Link: http://ies.ed.gov/ncee/wwc/

Doing What Works: Research Based Practices Online
A web site sponsored by the U.S. Department of Education that translates research-based practices into practical tools to improve classroom instruction.
Link: http://dww.ed.gov/

Center on Innovation and Improvement
A website administered by Temple University that provides research reports on school and district improvement, restructuring and turnaround of schools, and extended time and SES.
Link: http://www.centerii.org/

CSRQ Center Report on Elementary School Comprehensive School Reform Models
This report from the Comprehensive School Reform Quality Center provides a scientifically based, consumer-friendly review of the effectiveness and quality of 22 widely adopted elementary school CSR or schoolwide improvement models.
Link: http://www.csrq.org/documents/CSRQCenterCombinedReport_Web11-03-06.pdf

CSRQ Center Report on Middle and High School Comprehensive School Reform Models
This report from the Comprehensive School Reform Quality Center provides a scientifically based, consumer-friendly review of the effectiveness and quality of 18 widely adopted middle and high school comprehensive school reform (CSR) or schoolwide improvement models.
Link: http://www.csrq.org/documents/MSHS2006Report_FinalFullVersion01-02-07.pdf

Works in Progress: A Report on Middle and High School Improvement Programs
This report provides readers with brief reviews of the critical issues facing America's middle and high schools, and a survey of approaches-including comprehensive school reform-used to address these challenges.
Link: http://www.csrq.org/documents/WorksInProgressReport_Web.pdf