

CIP and Title I Schoolwide Planning WISE tool Comparison

Components of a Title I Schoolwide Program Plan	Minimum Required Planning for each Schoolwide Program Component in the WISE Tool	CIP Tool- Where the idea or concept of this component is located or embedded in the CIP tool
A. Comprehensive Needs Assessment	Assess all 86 indicators and complete the Schoolwide Program Supplementation Documentation	Under Needs Assessment
B. Reform strategies that provide opportunities for all children to meet proficient and advanced levels, use methods and instructional strategies determined by scientifically-based research to be effective, implement strategies that address the needs of all children, particularly those who are low-achieving and at-risk and which demonstrate how the school knows when those needs are met, and are consistent with state and district school improvement plans.	<u>District Context and the Improvement Plan</u> Aligning Classroom observations with evaluation criteria and professional development. IF03, IF04, IF05, IF07, IF08 Plan for 2 indicators	Under Planning Components - All the questions referring to professional development. Under Planning Components – Highly Qualified and Professional Development- “Describe the on-going and embedded support and follow up to professional development to ensure staff implementation, and effective use of the learned instructional skills and strategies.”
	<u>Classroom Instruction</u> Expecting and monitoring sound instruction in a variety of modes - Introduction – IIIA08 , IIIA09, IIIA10, IIIA11 Presentation- IIIA13, IIIA14, IIIA15, IIIA16 Summary & Confirmation of Learning -IIIA 17, IIIA18, IIIA19, IIIA20 Teacher- Student Interaction – IIIA21, IIIA25, IIIA26, IIIA27 Student Directed & small group independent work – IIIA 28, IIIA31, IIIA 32 Plan for 5 indicators	Under Planning Components - Instructional Strategies
C. Assurance that all instruction is provided by highly qualified teacher and paraprofessionals	Question #12 on the Schoolwide Supplemental Document	Under Planning Components - Highly Qualified Staff – “Provide instruction by highly qualified professional staff...”

***NOTE:** If your CIP plan is fairly new your school may want to use this tool or you may want to borrow language or ideas from your prior CIP tool planning as your school revises or updates their schoolwide planning as part of the Title I Schoolwide annual review process.

D. Ongoing plans for high-quality professional development for principals, teachers, paraprofessionals, and others (e.g., pupil services personnel and parents) to enable all children to meet the state’s achievement standards.	<u>District Context and the Improvement Plan</u> Aligning classroom observations with evaluation criteria and professional development IF01, IF02, IF03, IF04, IF05, IF06, IF07, IF08, IF10 Plan for 2 indicators	Under Planning Components – Highly Qualified and Professional Development- “List the professional development activities.....” (note these are areas in the CIP tool that address professional development that may assist you as you plan tasks for the indicators).
E. Strategies to attract high-quality teachers to high-need schools	Question #1 on the Schoolwide Supplemental Document	Refer to Key Point to Consider in the Schoolwide workbook.
F. Strategies to increase parent involvement in student’s academic achievement	<u>District Context and the Improvement Plan</u> Focusing the principal’s role on building leadership capacity, achieving learning goals, and improving instruction. – Plan for IE13 – The principal offers frequent opportunities for staff parents to voice constructive critique of the school’s progress and suggestions for improvement and Question #13 on the Schoolwide Supplemental Documentation	Under Planning Components – Parent and Family Involvement “Create effective involvement of parents...”
G. Plans to assist children in transitioning preschool to elementary programs	Question #2 on the Schoolwide Supplemental Documentation	Under Planning Components - Coordination of Programs Within the paragraph that starts “Throughout the Continuous Improvement Plan..... <u>include transition from early childhood programs.....</u>” “Describe transition activities from early childhood programs.”

H. Measures to ensure that all teachers are included in the decision-making process regarding the use of assessments in order to ensure that students are meeting state achievement standards and to provide information on and improve the achievement of individual students as well as the overall instructional program in the school.	<u>District Context and the Improvement Plan</u> Establishing a team structure with specific duties and time for instructional planning ID01, ID02, ID03, ID04, ID05, ID06, ID07, ID08, ID10, ID11, ID13 Plan for 2 indicators and ID10	Under Planning Components – Highly Qualified and Professional Development- “Describe the on-going and embedded support and follow up to professional development to ensure staff implementation, and effective use of the learned instructional skills and strategies.” Under Planning Components – Coordination of Programs “Describe how the continuous improvement planning incorporates existing school planning (i.e. grade level planning, Title I, etc)”
I. Activities to ensure that low-achieving students are provided with effective, timely additional assistance that is based upon timely assessment measures which provide sufficient enough information upon which to make instructional decisions.	<u>Curriculum, Assessment, and Instructional Planning</u> Engaging teachers in assessing and monitoring student mastery IIB01, IIB02, IIB 03, IIB04, IIB05 Plan for 2 indicators.	Under Planning Component – Monitoring and Evaluation of Student Progress “Briefly describe the uniform local assessments that school will use to monitor student academic progress during the school year ...”
	<u>Curriculum, Assessment, and Instructional Planning</u> Assessing student learning frequently with standards based assessments IID10 & IID11 must be addressed	Under Planning Component – Monitoring and Evaluation of Student Progress “Describe how the school will identify student experiencing difficulty mastering skill and standards so that they can be provided with timely assistance and support.”
J. The coordination and integration of other federal, state, and local programs and services that support the needs of disadvantaged students (e.g., other ESEA programs such as Reading First, Title III, Title X, etc., violence prevention programs, housing programs, Head Start, adult education programs, vocational and technical education, and job training).	Question #3 on the Schoolwide Supplemental Documentation	Under State and Federal Requirements- Schoolwide Planning - Planning Team: “One of the advantages of the SWP is the opportunity to combine funds and programs. Reauthorization permits schoolwide program to incorporate funds from state, local, and other federal programs.”

There are eight remaining questions that further address the requirements of Schoolwide Planning. They are as follows:	Required Planning	CIP Tool- Where the idea or concept of this component is located or embedded in the CIP tool
The plan includes a list of State, local, and other Federal program funding streams that will be consolidated in the Schoolwide Program.	Question #4 on the Schoolwide Supplemental Plan	Under State and Federal Requirements- Schoolwide Planning - Planning Team: Funding Sources – “Estimate and identify all federal and state sources of funds allocated to this schoowide program”
The plan describes how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to the parents of children who participate in State accountability assessments.	Question #5 on the Schoolwide Supplemental Plan	Under Planning Components – Parent and Family Involvement “Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school”
To be eligible for a Schoolwide Program, not less than 40% of the students enrolled or in the school’s attendance area must be from low-income families.	Question # 6 on the Schoolwide Supplemental Plan	The school states that they have met this qualification.
Based on state assessment data, the plan states the specific academic needs of students and which groups of students, if any, are not yet achieving the State’s academic standards for proficiency.	Question # 7 on the Schoolwide Supplemental Plan	Planning Components – Highly Qualified Staff – “Describe how the professional development activity relates to student achievement.....”
Based on state assessment data, the plan states what subject areas and instructional delivery skills need to be addressed by the school in order to improve teaching and learning.	Question #8 on the Schoolwide Supplemental Plan	Under Planning Components – Highly Qualified Staff “List the professional development activities the school will engage in to implement the continuous improvement plan....”

The plan describes how the school will annually evaluate the implementation of, and results achieved by, the Schoolwide program, determine whether the Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, and revise the plan, as necessary, to ensure continuous improvement of students in the Schoolwide program.	Question #9 on the Schoolwide Supplemental Documentation.	Under Planning Components - Monitoring and Evaluation of Student Progress
The law requires that the Schoolwide Program Plan shall be developed over a one-year period, unless the district, after considering the recommendation of state approved technical assistance providers, determines that less time is needed to develop and implement the Schoolwide program.	Question #10 on the Schoolwide Supplemental Documentation	This requirement is for school's applying for Schoolwide Status Approval.
The law requires that the Schoolwide Program Plan shall be developed with the involvement of (a) parents and other members of the community to be served and (b) individuals who will carry out the plan (i.e., teachers, principals, administrators of other federal programs and any other individuals whose work will be impacted by Schoolwide plan).	Question #11 on the Schoolwide Supplemental Documentation	Under State and Federal Requirements- Schoolwide Planning - Planning Team: "A schoolwide program is developed with the involvement of parents, licensed and classified staff, administrators, and others who will carry out the plan."