

A Guide to Updating your CIP Schoolwide Plan into the WISE

The Title I Schoolwide Planning process, in its entirety, has moved into Idaho's online school improvement reporting system called the WISE tool. All schools entering the Schoolwide Program Planning process will utilize the WISE tool. Beginning this year, schools that are currently operating as a Title I Schoolwide program in which approval was submitted and granted through the former CIP tool, must begin to transition their plans into the WISE tool as part of the required annual evaluation. This will be a two year transition as outlined below:

Fall 2011- July 1, 2012

- School submits a signed copy of the "Schoolwide Program – WISE Tool Transition" letter by February 1, 2011 to sbruce@sde.idaho.gov or fax to (208) 334-2228. This letter serves as a record confirming the school(s)/district's intent to complete the process. A copy of this letter can be found at the end of this guide.
- Assess and prioritize all 86 WISE tool indicators and complete the "Schoolwide Program Supplemental Documentation" on the WISE tool dashboard.
- Upon completion have each school submit the "Schoolwide Program Supplemental Documentation" via the WISE Tool dashboard. Please send an email to Shasta Bruce at sbruce@sde.idaho.gov acknowledging the school's completion of the first set of requirements.
- Required by July 1, 2012.

Fall 2012 – July 1, 2013

- Select appropriate indicators to revise, update, and plan (17 minimum) for the Schoolwide plan in the WISE tool.
- Upon completion have each school submit the "WISE Tool Plan" via the WISE Tool dashboard. Please send an email to Shasta Bruce at sbruce@sde.idaho.gov acknowledging the school's completion of all Schoolwide Program Planning requirements.
- Required by July 1, 2013

If you have further questions or would like technical assistance, please contact Rosie Santana, Regional School Improvement Coordinator at rosiesantana@boisestate.edu or Shasta Bruce, School Improvement Specialist at sbruce@sde.idaho.gov.

This guide was developed to assist districts and schools in this transition. **Please download a copy of the following SDE resources as they will be referred to throughout this guide.**

- **FY2011-2012 Title I Schoolwide Programs Planning & Implementation Work.** It is located at: http://www.sde.idaho.gov/site/title_one/docs/statewide/20112012%20Schoolwide%20Workbook%20Final.pdf

- **FY2011-2012 Making Meaningful Connections in the WISE tool:** A guide to assist Districts and School in navigation & utilization of Idaho’s online reporting system. It is located at: <http://www.sde.idaho.gov/site/schoolImprovement/docs/Making%20Meaningful%20Connections%20In%20the%20WISE%20Tool.pdf>
- **Schoolwide Planning CIP to WISE Tool Compliance Matrix.** It is located at: http://www.sde.idaho.gov/site/title_one/docs/statewide/Crosswalk%20between%20CIP-Schoolwide_Comparison.pdf

Review of Schoolwide Programs

A Schoolwide Program is based upon a comprehensive reform strategy and is designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school adhere to the ***three overarching elements*** [34 CFR 200.26] and **ten planning components** [ESEA, Section 1114(b)(1)(A-J)] required of a Schoolwide Program:

- 1) Conduct a comprehensive needs assessment;
- 2) Identify and commit to specific goals and strategies that address those needs by creating a Comprehensive Schoolwide plan
- 3) Conduct an annual review of the effectiveness of the Schoolwide Program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Each of these elements is addressed through the WISE tool.

Element 1 is addressed when the school Assesses and Prioritizes all 86 Wise Indicators and completes the “Schoolwide Program Supplemental Documentation” on the WISE Tool Dashboard.

Element 2 is addressed when the school completes the plan consisting of a minimum of 17 indicators. The Planning Components of a Schoolwide Comprehensive Program Plan include:

- A comprehensive needs assessment** that is based on information about student achievement in relation to state content and achievement standards. (Element 1)
- Reform strategies that (a) **provide** opportunities for all children to meet proficient and advanced levels, (b) **use** methods and instructional strategies determined by scientifically-based research to be effective, (c) **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 (d) **are consistent** with state and district school improvement plans.
- Assurance that all instruction is provided by highly qualified teachers and paraprofessionals.
- 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.

E) Strategies to attract high-quality teachers to high-needs schools.

F) Strategies to increase parent involvement in student's academic achievement (e.g., family literacy services).

G) Plans to assist children in transitioning from preschool to elementary programs (or, from primary to secondary schools).

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.

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.

j) The coordination and integration of other federal, state, and local programs and services that support the needs of disadvantaged students (e.g., other NCLB programs such, Title III, Title X, etc., violence prevention programs, housing programs, Head Start, adult education programs, vocational and technical education, and job training).

A crosswalk of these Schoolwide Components to the WISE tool indicators can be found on page 41 of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*.

Element 3 is the annual evaluation. As schools evaluate and revise the plan, the school must make sure that all required planning components are still addressed (34 CFR 200.28) and maintain documentation associated with your annual evaluation for the sake of federal program monitoring visits

Completing the 2011-2012 requirements

There are several resources to assist the school in the process of assessing and prioritizing all 86 WISE tool indicators as well as completing the "Schoolwide Program Supplemental Documentation" on the WISE tool dashboard. The assistance provided by this guide is divided into two categories; Schools that are new to the WISE and Schools that have engaged in the WISE through their school improvement process. Please reference the section that most fits your school's situation.

Schools that are new to the Idaho's online reporting system called the WISE (Ways to Improve School Effectiveness).

Assessing and prioritizing the 86 School level WISE tool indicators

A detailed description on how to gain access and navigate within the WISE is found on pgs. 3-6 of the *FY 2011-2012 Making Meaningful Connections in the WISE tool*. You will note that for registration and program assistance your school will need to contact Shasta Bruce at sbruce@sde.idaho.gov.

This manual will provide you further information on the 6 steps of the WISE tool. Step 4, found on pg. 8, of this manual is where assessing the 86 school indicators begins. You will find that there is a video resource available as well. Assessing the school indicators provides your schoolwide planning team an opportunity to conduct a candid self-assessment of your school's level of implementation when addressing each indicator. This is the first step in the assessment of the indicators. There are three levels of implementation to choose from. Depending on the level, you will be asked for additional information. Please refer to pg. 10 of the *FY 2011-2012 Making Meaningful Connections in the WISE tool*. You will note that on pg. 10, the manual indicates that if your team determines that your school is fully implementing an indicator you are working with, your team will be asked to give **a detailed explanation of evidence**.

This is important to your Schoolwide planning process because descriptions of fully implemented that are too vague can be impossible to evaluate. If an indicator cannot be evaluated for its effectiveness a school cannot determine if the action item has truly helped or hindered student progress.

To assist in the process of providing a detailed explanation of evidence, your school team may want to reference the WISE Ways. The WISE Ways link is located next to each indicator. The WISE ways will take you to research based evidence and examples that will be helpful in assessing each indicator.

The chart below provides your school team some examples and non-examples of what constitutes **a detailed explanation of evidence**.

WISE indicator	Example	Non-Example
IDO1 A team structure is officially incorporated in the school improvement plan and school governance policy.	Our grade level teams meet every week for one hour. The Special Education, Title I, and ELL teacher attend every other week on a rotating basis. Our leadership teams consist of a representative from each grade level as well as Special Education, Title, and ELL. We meet every two week for 45 minutes	Our school believes in teaming. We do have teams at our school.
IDO4 All Teams prepare Agendas for their meetings.	Agendas are collected for all collaborative meetings. Our Agenda includes roles and norms. Our roles such as facilitator, timekeeper, recorder and engaged participants rotate each month. A summary of the discussion and any actions to be taken are also included.	It is an expectation at our school that an agenda is present at every meeting.
IIIA25 All teachers encourage students to paraphrase, summarize, and relate	Our school uses the xyz model as part of our walk-through which uses the criteria of observing for opportunities for students responses. Our teachers listen for error correction opportunities and	Fully implemented as observed by our walkthroughs. Our teachers interact instructionally with students.

	ways to provide feedback using whole group answers, think-pair share or written responses such as tickets out the door where a student is asked to demonstrate learning through a question.	
Indicator ID07: A Leadership Team consisting of the principal, teachers who lead Instructional Team, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	A Building Leadership Team was formed during the 2009-10 school year. The principal serves as the Facilitator and the team is composed of 8 members including teachers, support staff, and parents. The team meets once a week on Thursdays from 2:30 – 5:00. Our team operates with agendas, keeps minutes, stays focused, and operates with norms for collaboration and communication. Data is used to drive decisions about student learning and achievement. Other resources that are used for our school improvement work includes the 9 Characteristics of High Performing Schools, 8 Step Planning Process, SMART Goals, WISE Ways, and Indicators in Action.	The staff meets regularly and the principal prepares the agenda. Our schedule doesn't allow us to meet more than an hour.
Indicator IID03: Teachers receive timely reports of results from standardized and objectives-based tests.	All data from standardized and objectives-based tests are collected, sorted, and analyzed following the computation of all results. These results are shared quarterly during Data Carousel activities as well as weekly during Leadership and Instructional Team meetings. Data Notebooks are in place and used weekly and include the data – IRI, ISAT, CEE Perceptual Surveys, Benchmark tests, Chapter and End of Unit tests, and Instructional Reviews. Data is reviewed weekly for the purpose of grouping students, planning, and instruction. The RTI team also uses data (screening and progress monitoring, state/district/school assessments) to determine interventions for individuals and groups of students	We keep a data notebook on file.

It is important to remember that Step 4 is assessing the indicators and the deeper planning discussions should be left to Step 5. In Step 5, the school team chooses which indicators to include in their plan. The indicators that the school has chosen to include are listed in Step 5 as “objectives”. Indicators will now be referred to as objectives. Please read pgs.11-12 of the *Making Meaningful Connections in the WISE tool* for further information about Step 5.

This guide will address Step 5 under the “completing the 2012-2013 requirements” section of this guide. If your school is ready to proceed ahead, then feel free to begin using the information in that section.

Completing the Schoolwide Supplemental Documentation

The schoolwide supplemental documentation questions can be found on the dashboard and is part of the assessment process. Your school will be asked thirteen questions that align with the components of a Schoolwide Program. A list of those questions can be found on pg. 39 of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*.

A resource to consider as your school completes the 2011-2012 requirements

Your school may want to locate and reference their original Schoolwide Plan that was written in the CIP tool. The ideas or concepts that addressed the planning components of a Title I Schoolwide program in the former CIP tool may be useful in transferring over practices that remain the same. Or a school may find that it has grown from its original plan in the CIP tool and in doing so, the reference would not be of service as the school answers each question and assesses each indicator.

Whatever decision the school makes about the former plan, the *Schoolwide Planning CIP to WISE Tool Compliance Matrix* will be a resource in completing the 2011-2012 requirements. (This was one of the three documents the school was asked to download at the beginning of this guide.)

Schools that have engaged in the WISE tool as part of their School Improvement Planning Process.

Assessing and prioritizing the 86 School level WISE tool indicators

As a reminder, a detailed description on how to gain access and navigate within the WISE is found on pgs. 3-10 of the *FY 2011-2012 Making Meaningful Connections in the WISE tool*.

This manual provides your school further information on the 6 steps of the WISE tool. Your school is familiar with Step 4, found on pg. 8, of this manual where assessing the 86 school indicators begins. This year, videos have been added to assist with each step. As you know, assessing the school indicators provides your schoolwide planning team an opportunity to conduct a candid self-assessment of your school’s level of implementation when addressing each indicator. There are three levels of implementation to choose from. Depending on the level, you were asked for additional information. Please refer to pg. 10 of the *FY 2011-2012 Making Meaningful Connections in the WISE tool* as reminder if needed.

As part of your School Improvement planning your school was asked to assess all indicators within the first three clusters which addressed forming a team structure, focusing the principal's role, and aligning classroom observations with evaluation criteria. In Schoolwide Planning all 86 indicators must be assessed, so your school is already one third of the way there in the area of assessing and prioritizing the school indicators. A School Improvement & Schoolwide Comparison Matrix is included in the *FY 2011-2012 Making Meaningful Connections in the WISE tool*. It can be found on pg. 75. This will be a good resource to use if your team strategically includes indicators that count toward both School Improvement and Schoolwide requirements when addressing the Schoolwide plan. This chart will assist in those planning efforts.

On pg. 10, of the *FY 2011-2012 Making Meaningful Connections in the WISE tool* manual there is a sentence indicating that if your team determines that your school is fully implementing an indicator you are working with, your team will be asked to give **a detailed explanation of evidence**.

This is important to your Schoolwide planning process because descriptions of fully implemented that are too vague can be impossible to evaluate. If an indicator cannot be evaluated for its effectiveness a school cannot determine if the action item has truly helped or hindered student progress.

To assist in the process of providing a detailed explanation of evidence, your school team may want to revisit the WISE Ways. The WISE Ways link is located next to each indicator. The WISE ways will take you to research based evidence and examples that will be helpful in assessing each indicator.

There is a chart located in the "Schools that are new to the Idaho's online reporting system called the WISE" section of this guide that will provide your school team some examples and non-examples of what constitutes **a detailed explanation of evidence**. It may serve as a reminder and be useful to your team's assessment of the remaining indicators. It can be found on pg. 4 of this document.

Completing the Schoolwide Supplemental Documentation

The schoolwide supplemental documentation questions can be found on the dash board and is part of the assessment process. Your school will be asked thirteen questions that align with the components of a Schoolwide Program. A list of those questions can be found on pg. 39 of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*.

Please note that question #13 on the Schoolwide Program Supplemental Documentation is the same question on # 3 of the School Improvement Supplemental Plan. Your school team may determine that the answer to #3 when you completed your School Improvement requirements, still remains true and if so, you may simply cut and paste your answer to #13 of the Schoolwide Program Supplemental Documentation.

A resource to consider as your school completes the 2011-2012 requirements

Your school may want to locate and reference their original Schoolwide Plan that was written in the CIP tool. The ideas or concepts that addressed the planning components of a Title I Schoolwide program in the former CIP tool may be useful in transferring over practices that remain the same. Or a school may find that it has grown from some or all of the original plan in the CIP tool and in doing so, the reference would not be of service as the school answers each question and assesses each indicator.

Whatever decision the school makes about the former plan, the *Schoolwide Planning CIP to WISE Tool Compliance Matrix* will be a resource in completing the 2011-2012 requirements. (This was one of the three documents the school was asked to download at the beginning of this guide.)

Completing the 2012-2013 requirements

Schools that are new to the Idaho's online reporting system called the WISE (Ways to Improve School Effectiveness).

Select the appropriate indicators to plan for as part of the Schoolwide plan in the WISE tool (17 minimum).

Now that your school team has assessed and prioritized the indicators, it's time to create your plan. The indicators will now be referred to as objectives. Plans are written as part of step 5 in the WISE tool. More information about step 5 can be found on pgs. 11&12 on the *FY 2011-2012 Making Meaningful Connections in the WISE tool*.

There are many ways to begin this process of choosing which indicators your school will include in the plan. A school team may wish to use the Schoolwide Program Plan Compliance Checklist, take into consideration the Federal Monitoring toolkit, or make use of the many WISE tool indicator crosswalks in the *-2012 Making Meaningful Connections in the WISE tool*.

Using the Schoolwide Program Plan Compliance Checklist

There is a checklist of the 17 minimum requirements of indicators that can be found on pgs. 24-26 on the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*. It is our strong recommendation that this be used only as a minimum guide to assist in the planning process. We encourage schools to group indicators and clusters that best meet their Schoolwide plan goals and vision that go beyond the minimum 17 if needed. On the checklist you will notice that there is some choice as well as requirements of which indicators should be addressed. The indicators that have the words "Plan for..." written next to the indicator such as IE13 should be included in the plan as it addresses the parent aspect of Schoolwide planning. There are others such as IID10 and IID11 which address assessment. Keep these in mind as you plan.

Taking the Federal Monitoring Tool into consideration

Your school team could also take into consideration those Schoolwide indicators that are at a minimum reviewed during State Federal Monitoring visits. The 2011 -1012 Federal Monitoring tool that is provided as a resource to districts that have been selected for this review is an excellent resource. On pgs.10 &11 of that tool, Schoolwide Programs are addressed and the tool offers examples of supporting documentation. Particular WISE tool indicators and questions found of the Schoolwide Supplemental Documentation are referenced. A copy of those pages can be found at the end of this guide for those schools wishing to use it as a reference. It is title "Pgs. 10 &11 of the 2011-2012 Federal Monitoring Tool".

Using the crosswalks in the *FY 2011-2012 Making Meaningful Connections in the WISE tool*.

Your school team may decide to take advantage of the many crosswalks in the *FY 2011-2012 Making Meaningful Connections in the WISE tool*. Your school team could use the overall crosswalks that begin on Pg. 17 and crosswalk the Schoolwide Planning column to other lenses such as Danielson's Framework, The Nine Characteristics of High Performing Schools or Response to Intervention.

However your school team decides on which indicators to plan for, a minimum of 17 must be addressed. Upon completion have each school submit the "WISE Tool Plan" via the WISE Tool dashboard. Please send an email to Shasta Bruce at sbruce@sde.idaho.gov acknowledging the school's completion of all Schoolwide Program Planning requirements.

Creating tasks for the indicators your team has selected for the Schoolwide Plan.

Specific information about creating tasks can be found on pg. 12 of the *FY 2011-2012 Making Meaningful Connections in the WISE tool*.

It is important when creating tasks to thoroughly describe what will be done, by whom, by when, with what frequency and in what setting. The question of "by whom" is answered when the school team assigns the task. The questions of what will be done, by when, with what frequency and in what setting should be considered when "adding tasks" as part of the step 5, creating the plan, process.

Specificity of the action items is important because it forms the basis for the school's on-going evaluation. And as you will recall, conducting an annual evaluation is one of the overarching elements of Title I Schoolwide Programs. Action items, tasks created, and descriptions of fully implemented that are too vague can be impossible to evaluate. If an action item or task created cannot be evaluated for its effectiveness a school cannot determine if the objective has been met or if it has truly helped or hindered student progress.

Here are some tips to consider when creating tasks.

- When reading the tasks, ask yourselves, "If our school does these action items will they achieve the objective?"
- Tasks should be broken into do-able sequential steps (observable and measureable). It is recommended that each indicator/Objective has at least two tasks.
- Do the tasks connect? Or are they a series of unrelated activities?
- If the school completes this task, will it look like the full implementation they described when it is completed?
- Teams should use distributive leadership by having more than one person responsible for different tasks. Multiple names should be assigned to tasks.
- Be cautious of planned indicators/objectives with one task. This usually leads to a repeat of the objective with no real steps or sequence to how a school team will reach the objective.
- Are the target dates reasonable, attainable?

Below is a chart with some examples of written tasks and comments to consider about each task as to why it may or may not need revision.

Examples of Written Tasks in the Step 5 Creating the Plan in the WISE tool	Comments to consider
<p>ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.</p> <p>Task #1 – The School Improvement Team for Noble Elementary will be known as the BLT (Building Leadership Team) and the formation of the team will be completed.</p> <p>Task #2 – Norms will be developed by the team and included in the Leadership Team plan.</p>	<p>Task # 1 and #2 can be considered acceptable.</p> <p>Note: One might wonder about a timeline indicating a deadline in which these tasks will be completed and who will take the lead in creating the Building Leadership team, but the WISE tool has built within it a place for the school to indicate a date of when that task will be completed. The WISE Tool also has a place to assign a person who will take the lead or “follow up” on this task.</p> <p>One might say that task #2 would be strengthened if the school mentioned the research or from what body of knowledge the norms will be generated from. While that is a good suggestion and will add even more specificity, this task is acceptable. The research about norms was probably mentioned in the WISE Ways Feature spoken about earlier in this document which caused the school to have as a task a formal adoption of norms.</p>
<p>ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.</p> <p>Task #1 – Define the Who, What, When, Where, Why, and How of the School Leadership Team. Publish this definition and distribute it to the staff for inclusion in their Staff Handbook.</p> <p>Task #2 – Should we consider having a student on the team?</p>	<p>Task #1 needs revision. It needs to be reworded so that there is clarity about the who, the what, the how and, the where. It needs to be measurable and actionable. These terms are too vague. The who could be answered by the feature in the tool that asks for someone on the team to be assigned as the person who will take the lead on this action? The when could be addressed by the feature in the tool that asks for a due date. The what needs more clarity as well as the how. It may also need to be broken down into a task of publishing and then the task of distributing the information.</p> <p>Task #2 is not a task. This needs to be reworded into a measurable statement.</p>
<p>ID 01 A team structure is officially incorporated into the school improvement plan and school governance policy.</p> <p>Task #1 – Instructional Teams will use the ACT test results as a data point for review.</p> <p>Task #2 – Instructional Teams will set growth targets in each subject area for each grade level for 2013-14.</p>	<p>Task #1 Does not fit with the indicator. The indicator is about team structure that is part of the governance of the school. The task answers a question about data. While this may be sufficient task, it is better to have that task align with indicators in the tool that address data and assessment.</p> <p>Task # 2 does not align with the indicator. Again, this task would be more in alignment with the indicators that address assessment.</p>

<p>ID 08 The Leadership Team serves as a conduit of communication to the faculty and staff.</p> <p>Task #1 – Review a communication plan. Task #2 – Develop a flow chart for communication between the members of the School Improvement Team and the rest of the faculty.</p>	<p>Task #1 -Reviewing a communication plan may be acceptable but could be more specific. The school might add more specificity such as “Review the communication plan used by the district strategic team to see if it could be adopted by our School Leadership team.”</p> <p>Task #2 is acceptable</p>
<p>ID 11 Teachers are organized into grade-level, grade level cluster, or subject area Instructional Teams.</p> <p>Task #1 – Distribute Cambridge Education Specialist test preparation materials for teacher investigation.</p> <p>Task #2 – Implement a Cambridge 12 hour test prep curriculum.</p>	<p>Task #1 would need revision as it has nothing to do with the indicator. It doesn’t speak to organization of teams into grade level clusters etc.</p> <p>Task #2 A test preparation curriculum has nothing to do with organizing teacher into grade level clusters. So this task would need revision.</p>
<p>ID 13 Instructional Teams meet for blocks of time (4 to 6 hours, once a month; whole days; before and after school) sufficient to develop and refine units of instruction and review student learning data.</p> <p>Task #1 – Use Federal Funds to pay staff members to participate in professional development.</p> <p>Task #2 – Use an outside consultant to lead the school improvement efforts and conduct the meetings.</p>	<p>Task #1 The Kind of professional development needs to be defined and how it is linked to instructional teams developing units of instruction. Revising this task would assist the school in the specifics of the action that then can be measured as part of the evaluation.</p> <p>Task #2 Needs revision. The school would need to define what the outside consultant will specifically do to lead school improvement efforts. Specificity in plan such as noting and documenting in the tasks the frequency and length of the professional development session and the consideration of how the school will measure its effectiveness.</p>

Schools that have engaged in the WISE tool as part of their School Improvement Planning Process

Select appropriate indicators to revise, update, and plan (17 minimum) for the Schoolwide plan in the WISE tool.

As you recall, the indicators will now be referred to as objectives. Plans are written as part of step 5 in the WISE tool. A review of step 5 can be found on pgs. 11&12 on the *FY 2011-2012 Making Meaningful Connections in the WISE tool*.

Because your school team has already engaged in the WISE tool, you may choose to compare the School Improvement Indicators to the Schoolwide Indicators, take into consideration the Federal Monitoring toolkit, or make use of the many WISE tool indicator crosswalks in the *-2012 Making Meaningful Connections in the WISE tool* as you select the appropriate indicators to revise, update or add to meet the Schoolwide Plan requirements.

Comparing the School Improvement Indicators to the Schoolwide Planning Indicators

A school team begins this process by examining the requirements for both School Improvement Plans and Schoolwide Plans that once completed can count towards both plans. When completing your School Improvement plan, you were required to submit a total of 20 indicators. In Schoolwide Planning, the school is required to submit 17 indicators at a minimum. A School Improvement & Schoolwide Comparison Matrix is included in the *FY 2011-2012 Making Meaningful Connections in the WISE tool*. This matrix starts on pg. 75. This will be a good resource to use as your team strategically includes indicators that count toward both School Improvement and Schoolwide requirements when addressing the Schoolwide plan. This chart will assist in those planning efforts. This way, if your team chooses to begin their planning using the matrix, the school team would update their existing chosen indicators and add any indicators that would could toward the Schoolwide Plan. The school team would not include indicators that only count toward School Improvement on their Schoolwide Plan.

There is a checklist of the minimum requirements of indicators that can be found on pgs. 24-26 on the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*. It may assist your schools that choose to use the matrix. On the checklist you will notice that there is some choice as well as requirements of which indicators should be addressed. The indicators that have the words "Plan for..." written next to the indicator such as IE13 should be included in the plan as it addresses the parent aspect of Schoolwide planning. There are others such as IID10 and IID11 which address assessment. Keep these in mind as you plan for any additional indicators to include that were not originally in your School Improvement Plan and can be counted toward your Schoolwide Plan. We encourage schools to group indicators and clusters that best meet their Schoolwide plan goals and vision that go beyond the minimum 17 if needed.

Taking the Federal Monitoring Tool into consideration

Your school team could also take into consideration those Schoolwide indicators that are at a minimum reviewed during State Federal Monitoring visits. The 2011 -1012 Federal Monitoring tool that is provided as a resource to districts that have been selected for this review is an excellent resource. On pgs.10 &11 of that tool, Schoolwide Programs are addressed and the tool offers examples of supporting documentation.

Particular WISE tool indicators and questions found of the Schoolwide Supplemental Documentation are referenced. A copy of those pages can be found at the end of this guide for those schools wishing to use it as a reference. It is titled “Pgs. 10 & 11 of the 2011-2012 Federal Monitoring Tool”. Again, since your school team has already engaged in the tool, the team could compare the work they have done with School Improvement planning to the examples that are referenced in the tool.

Using the crosswalks in the FY 2011-2012 Making Meaningful Connections in the WISE tool

Your school team may decide to take advantage of the many crosswalks in the *FY 2011-2012 Making Meaningful Connections in the WISE tool*. Your school team could use the overall crosswalks that begin on Pg. 17 and crosswalk the Schoolwide Planning column to other lenses such as Danielson’s Framework, The Nine Characteristics of High Performing Schools or Response to Intervention. Again, your team would need to conduct a comparison of indicators that count towards Schoolwide that have already addressed in your School Improvement planning. And again, your school would simply add indicators to plan for if needed, but monitoring plans that have already been created should be part of on-going revision and monitoring of your Schoolwide and School Improvement plans.

However your school team decides on which indicators to revise, update, and plan for, a minimum of 17 must be addressed.

Upon completion have each school submit the “WISE Tool Plan” via the WISE Tool dashboard. Please send an email to Shasta Bruce at sbruce@sde.idaho.gov acknowledging the school’s completion of all Schoolwide Program Planning requirements.

Creating tasks for the indicators your team has selected for the Schoolwide Plan.

Specific information about creating tasks can be found on pg. 12 of the *FY 2011-2012 Making Meaningful Connections in the WISE tool*.

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Specificity of the action items is important because it forms the basis for the school’s on-going evaluation. And as you will recall, conducting an annual evaluation is one of the overarching elements of Title I Schoolwide Programs. Action items, tasks created, and descriptions of fully implemented that are too vague can be impossible to evaluate. If an action item or task created cannot be evaluated for its effectiveness a school cannot determine if the objective has been met or if it has truly helped or hindered student progress.

There are some creating tasks tips located in the “Schools that are new to the Idaho’s online reporting system called the WISE” section of this guide that will provide your school team a good review on creating tasks as well as provide some non-examples of task creating. It is located on page 10 of this document.

The Annual Evaluation

Once a school is approved to operate as a Schoolwide Program, it does so according to the plans it has created. However, because Schoolwide Programs are designed to be continuous improvement models, a school is expected to engage in annual reflection and evaluation of the plan's effectiveness. The annual evaluation is done at the district level and is monitored during state scheduled Title I Monitoring Visits.

The school team can read more information about the Evaluation/Annual Review of Schoolwide programs on pgs. 16-19 and appendix J of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*.

Step 6 of the WISE tool planning process will assist in the annual evaluation. This built-in feature will assist the school in maintaining documentation associated with the annual evaluation for the sake of federal program monitoring visits. The WISE tool makes it easy to update the tasks as the school self-monitors and moves toward full implementation on its Schoolwide plan. There are on-going reports on progress that can be accessed in the WISE tool. This feature found in the WISE tool aides in the sustainability efforts of the plan as well.

The Program Review Scoring Rubric found on pg. 27 of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*, can be utilized as well.

The Key Points to Remember tab found on pg. 56 of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook* the will also be useful as you reflect on the Schoolwide Plan.

Many Schools combine the Schoolwide annual evaluation with their general School Improvement annual updates and revisions as part of a continuous improvement model. In other words, when the leadership team conducts its review and reflection on the School Improvement plan, the Schoolwide lense is also used since many school indicators count towards both.

Schools are also looking ahead and using the Federal Monitoring tool to keep those key indicators on the radar that are included as part of the Federal Monitoring visit.

As part of the school's annual evaluation, the school can also evaluate the action taken when the school responded to the CFSGA's Schoolwide Questions. The detail behind the checked boxes of "yes or no" should be found within your Schoolwide plan written in the Wise tool.

A final idea that some districts are utilizing is to conduct a peer review. It is a good idea and provides a great opportunity for embedded professional development to have each of your schools evaluate each other's plan. Neighboring districts can also read each other's plan as part of the review process as well. The rubric found on page 27 of the *FY 2011-2012 Title I Schoolwide Program Planning & Implementation Workbook*, could be utilized in this process. Schools or districts could also include classroom observations aligned to the actions or expectations written in the Schoolwide plan.

However your district/schools chooses to conduct its annual review, parental representation should be a part of that plan. Just as a parent involvement was sought in creating the plan. This is one of the required components.

Pgs. 10&11 of the 2011-2012 Federal Monitoring Tool

	Schoolwide Program Criteria (NCLB 1114)					
E	<p>Implementation of a schoolwide program includes the following plan components:</p> <p>1. <i>Schoolwide reform strategies</i> incorporated in the over-all instructional program:</p> <ul style="list-style-type: none"> a. provides opportunities to meet proficient and advanced academic achievement levels; b. addresses needs of all students in school, particularly low-achieving and at-risk students and have a process to determine if those needs have been met; c. uses effective instructional practices based on scientific research that strengthen the core academic program, provide enriched and accelerated curriculum, increase the amount and quality of learning time such as extended school year and before-and-after school and summer programs, include strategies for meeting educational needs of historically underserved populations, and are consistent with and designed to implement State and local improvement plans; <p>2. <i>Instruction by highly qualified teachers</i> with ongoing professional development:</p> <ul style="list-style-type: none"> a. includes strategies to attract highly qualified teachers; b. provides high quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the State's academic standards; and align professional development with the State's academic standards; c. devotes sufficient resources to carry out effectively the professional development activities described above; d. includes teachers in professional development activities regarding the use of academic assessments for making adequate yearly progress to enable them to provide information on and to improve the achievement of individual students and the overall instructional program; <p>3. <i>Parental involvement:</i></p> <ul style="list-style-type: none"> a. parents must be involved in the 	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Interview panel of teachers at each school </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Classroom observation </div> <p>Required Documentation:</p> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Copy of the Schoolwide approval letter from SDE </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Copy of the SW plan exported from the WISE Tool or the CIP Tool </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Copy of the SW Supplemental Plan from the WISE Dashboard if the Plan was written in the WISE </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Copy of the District Review Rubric that the District completed prior to approval </div> <p><u>WISE Tool</u></p> <p>1.a. Indicators: IID09, IIIA35, IIIA05, IIIA07, IIIA03, IIB01, IIB04, IIB05</p> <p>1.b. Indicators: IID10, IID11 SW Supplemental: Questions 7 & 8 (Rubric components S.4 and S.5)</p> <p>1.c. Indicators: IIC01, IIIA01-III A07, IIIA31, IIIA08-III A27</p> <p>2a. SW Supplemental: Questions 1 and 12 (Rubric component E)</p> <p>2.b. and 2.c. Indicators: IF01-IF10</p> <p>2.d. Indicators: ID10, IE13</p> <p>3a. School Team list identifies parent(s) SW Supplemental: Question s11 and</p>				

	<p>planning, review, and improvement of the schoolwide program plan:</p> <p>b. the schoolwide program must have a parental involvement policy (plan) that includes strategies, such as family literacy services, to increase parental involvement (see 1118(c)through (f) and 9101 (32), and describes how the school will provide individual student academic assessment results including an interpretation of those results to the parents of students who participate in the academic assessments;</p> <p>4. Additional support: Schoolwide program includes activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards are provided with effective, timely additional support to ensure that these students' difficulties are timely identified and provide sufficient information on which to base effective assistance to those students;</p> <p>5. Transition: : Elementary programs must include plans for assisting preschool students in the successful transition from early childhood programs (Head Start, Even Start, Early Reading First, preschool programs under IDEA or State-run preschool) to the schoolwide program; 34 CFR200.28.</p>	<p>13</p> <p>3.b. Indicator: IE13 SW Supplemental: Questions 5 and 11 (Rubric components S.2 and S.8)</p> <p>4. Indicators: IIB01-IIB05</p> <p>5. SW Supplemental: Question 2 (Rubric component G)</p>				
IA-F	<p>Schoolwide program evaluation:</p> <ul style="list-style-type: none"> Annually evaluates implementation of and results achieved using data from the State's annual assessments; Determine whether the SW program has been effective in increasing achievement of students in meeting State standards; Revise the plan based on the evaluation to ensure continuous improvement of students ; 34 CFR 200.26. 	<p><input type="checkbox"/> Identify who is involved in the program evaluation</p> <p><input type="checkbox"/> Identify data from which information is gathered and analyzed for evaluating the effectiveness of the schoowide program</p> <p><input type="checkbox"/> Provide meeting evidence including dated agenda and attendance (with positions)</p> <p>WISE Tool Copy of SW Supplemental: Question 9 (Rubric Component S.6) Also the Where are we now feature and the report feature will include additional documentation as evidence</p>				

Schoolwide Program – WISE Tool Transition

Idaho Department of Education

Attn: Title I Schoolwide Program

Re: Schoolwide Program – WISE Tool Transition Requirements

_____ School will be transitioning our Schoolwide Program Plan into the WISE Tool as outlined in the timeline below:

Time Line:

Fall 2011- July 1, 2012

- Assess and Prioritize all 86 WISE tool indicators and complete the “Schoolwide Program Supplemental Documentation” on the WISE tool dashboard.
- Upon completion have each school submit the “Schoolwide Program Supplemental Documentation” via the WISE Tool dashboard. Please send an email to Shasta Bruce at sbruce@sde.idaho.gov acknowledging the school’s completion of the first set of requirements.
- Required by July 1, 2012.

Fall 2012 – July 1, 2013

- Select appropriate indicators to revise, update, and plan (17 minimum) for the Schoolwide plan in the WISE tool.
- Upon completion have each school submit the “WISE Tool Plan” via the WISE Tool dashboard. Please send an email to Shasta Bruce at sbruce@sde.idaho.gov acknowledging the school’s completion of all Schoolwide Program Planning requirements.
- Required by July 1, 2013.

This letter will serve as a record of the school and district’s intent to complete this process.

Superintendent (print):

Superintendent (Signature):

Date:

Federal Programs (print):

Federal Programs (Signature):

Date:

Principal (print):

Principal (Signature):

Date:
