

SCHOOLWIDE PLANNING and REFORM PROCESS



Adapted From:
North Central Association
Colorado School Improvement Project, 1997
Revised Fall 2001

Colorado Department of Education

1. Comprehensive Internal Analysis

- a. **School, age, grade levels served, increasing or decreasing enrollment, student population characteristics**
 - How has the school's population changed? Increased/decreased? Additional English language learners?
 - What is the impact of the school's population changes?
 - What are other student characteristics that have changed and/or impacted student performance, instructional practices, the learning climate, parental involvement or other factors?
 - What is the socio-economic status for the school's families and neighborhood?
 - Has there been a change in administration, teaching staff or other personnel?
 - What is the impact of leadership and staff changes?

- b. **Student performance on State and district assessments**
 - What is the percentage of students taking advanced placement courses?
 - What is the percentage of students taking CSAP/CSAP-A?
 - What is the percentage of students exempt from CSAP?
 - How are all assessments aligned with standards, curriculum and instruction?
 - What do the CSAP trend data indicate by grade, gender, ethnicity, English language learners, economically advantaged compared to economically disadvantaged?
 - What is the school's academic performance rating on the state accountability report?
 - What are reasons for this rating?
 - What are the reasons for the school making or not making Adequate Yearly Progress (AYP)?

- c. **Disciplinary referrals, retention, expulsion and dropout rates**
 - What do the data indicate regarding disciplinary referrals over the past three years?
 - What are the most common discipline infractions? Why?
 - How many retentions have there been in the last three years? Why?
 - How many suspensions have there been in the last three years? For how long? For what reason(s)?
 - Were there any expulsions in the last three years? For what reason? Has there been an increase or decrease? Why?
 - Have any students dropped out of school? Why?
 - How have discipline issues impacted instructional practices and student academic performance?

- d. **Attendance, mobility, and stability rates**
 - Have attendance rates changed? Increased or decreased? Why?
 - What is the mobility rate? Is this different from three years ago? Why?
 - What is the student stability rate? Has this changed? Why?
 - What is the faculty/staff stability rate? Has this changed? Why?

- e. **Disaggregated data**
 - What are the data for student demographics, academic performance, discipline and attendance etc. disaggregated by gender, major ethnic or racial groups, English language learners, migrant status and economically disadvantaged students compared to students who are not economically disadvantaged?
 - What do the disaggregated data indicate?
 - What implications about students, staff, and parents can be drawn based on the current data?
 - How has the school changed in three years?

f. Safe, Civil Learning Environment

- What are non-academic barriers to learning?
- How are these barriers addressed?
- What are the trends for disciplinary referrals?
- What are the most common disciplinary referrals?
- What are the trends for retentions?
- What are the trends for suspensions and/or expulsions (if applicable)?
- What is in place to ensure a safe learning environment?

Comprehensive Internal Analysis

Additional Considerations for Alternative Language Programs:

- a. *School, age, grade levels served, increasing or decreasing enrollment, student and population characteristics*
 - *What is the percent (%) of students identified as English Language Learners (ELLs) in the total school population?*
- b. *Student performance on State and district standards*
 - *What are the data on English and native language proficiency collected through sanctioned language proficiency assessments?*
 - *What is the student performance on state and district assessments by levels of English proficiency as categorized by CSAP guidelines?*
- c. *Do the disciplinary referrals, retention, expulsion and dropout rates of ELL students differ in relation to the general population? Why or why not?*
- d. *Do the attendance, mobility, and stability rates differ in relation to the general population? Why or why not?*
- e. *Are the data disaggregated by gender, major ethnic or racial language groups, levels of English proficiency and migrant status for ELL students?*
- f. *Are there data pertaining to the certification and experience of teaching staff serving ELL student?*

➔ Based on the data and information, formulate the implication for:

- ✓ Student needs
- ✓ Staff needs
- ✓ Instructional practices
- ✓ Parents needs
- ✓ Other issues and concerns:

➔ Prioritize the needs, issues and concerns.

➔ What are the desired results or outcomes based on these data?

➔ Determine the data to support the desired results or outcomes

➔ This is not the time to strategize or determine solutions for the needs, issues and concerns.

2. Desired Results and Measurable Objectives

- a. **Desired results and measurable objectives are consistent with the information contained in the internal analysis**
 - How are the desired results and measurable objectives in the plan consistent with current data?
 - What changes need to take place in order for the desired results and measurable objectives to be consistent with current data?
 - How are the desired results and measurable objectives in the plan valid?
- b. **The measurable objectives reflect the data-driven needs identified in the internal analysis**
 - How do the measurable objectives in the plan reflect the data-driven needs based on current data?
 - How will identified desired outcomes and measurable objectives bring about increased student achievement?
- c. **The objectives support the desired results**
 - How do the desired results reflect the areas of improvement identified, based on current data?
 - How are the program improvement/schoolwide reform objectives aligned to the desired results?
 - How do the objectives express what the school wants to achieve, rather than what teachers and staff will do?
 - Are the objectives measurable and expressed in measurable terms?
- d. **Results and objectives are centered on student learning and academic improvement**
 - How do the results and measurable objectives clearly state improved academic performance through an enhanced learning process for students?
 - How do the results and measurable objectives express systems change to improve student academic performance?
 - How do the objectives clearly state quantifiable (number, percent) improvement in specific subject areas (reading, writing, math)?
- e. **Results and objectives provide opportunities for all students to academically achieve at the proficient and advanced levels**
 - How do the results and objectives include all students?
 - How are special populations (special education, English language learners, Gifted and Talented, etc.) addressed in the context of academic improvement for all students?
 - How do the results and objectives address the needs of the historically underserved population (as required by legislation for schoolwide plans)?
- f. **Objectives are supported with longitudinal data**
 - How do the objectives and expected results clearly address gaps demonstrated through a body of longitudinal data?
 - How are the objectives realistic so that no student is left behind?

Desired Results and Measurable Objectives
Additional Considerations for Alternative Language Programs:

- a. *How are the desired results and measurable objectives consistent with the information contained in the internal analysis and reflect the needs assessment?*
- b. *How are the results and objectives centered on English language acquisition, student learning and academic improvement?*
- c. *How do the results and objectives provide opportunities for all students to academically achieve at the proficient and advanced levels?*
- d. *How are the objectives stated in measurable terms (growth in English language acquisition and academic achievement)?*
- e. *How are the objectives supported with longitudinal data?*

- Examine results and objectives from existing improvement or schoolwide plans.
- Review the data and the analysis from section 1., the desired results/outcomes and the rationale for the highest need;
- Formulate measurable objectives
 - ✓ State the objective in measurable terms: “*Increase/decrease by X%*”
 - ✓ Include short-term gains: “*first quarter, second quarter; year one, etc.*”
 - ✓ Indicate WHO each objective impacts
- Clearly identify baseline measures
 - ✓ Include most recent CSAP data
 - ✓ Include other School Accountability Report data, as appropriate
 - ✓ Include other measured indicators that are relevant to achieving the desired results and measurable objectives
- Identify specific student populations for specific measurable objectives

3. Structural and Programmatic Reforms

a. Action Strategies

- How do the proposed strategies provide opportunities for all students to achieve at the proficient and advanced levels?
- How are the proposed strategies effective? (research base)
- What data demonstrate the proposed strategies are effective ?
- What needs to take place for the strategies to address the needs and gaps identified through the longitudinal data?
- How are the proposed strategies based on effective ways of improving students’ levels of achievement?
- How do the proposed strategies use effective instructional practices that increase the quantity and quality of time spent on learning from an enriched and accelerated curriculum?

- What changes in instructional practices need to take place in order for students' learning and achievement to improve?
- How are non-cognitive barriers to learning identified and addressed?
- How do the strategies imbed basic skill instruction into problem solving?
- How do the strategies add new content to students' prior knowledge and cultural background?
- How do the current strategies meet the educational needs of historically under served populations?
- What changes need to take place in order to more effectively meet the educational needs of the historically under served populations?
- How do the strategies relate to and support the desired results and measurable goals?
- What changes need to take place to ensure the strategies are aligned to the desired results and measurable goals?

b. Schoolwide Organization

- How effective is the school's current organizational structure to implement school improvement and schoolwide reform?
- What organizational changes need to take place in order to more effectively implement school improvement and schoolwide reform?
- How do the school's organizational structure, schedules, and programs align to the school's educational philosophy?
- What changes need to take place to align the organizational structure, schedules and programs to the school's educational philosophy?
- How do the school's organizational structure and instructional practices meet the needs of all students?
- What changes need to take place so that the organizational structure and instructional practices meet the needs of all students?

c. Transition

- How effective is the process to assist and support students to transition from one educational experience to another?
- What changes need to be made so that students more effectively transition from one educational experience to another?

d. Implementation and Timeline

- How is the existing timeline for school improvement and schoolwide reform implementation realistic?
- What changes in the timeline for implementation need to be made in order to continue a successful school improvement and schoolwide reform program?
- What may be any barriers to implementing all components in the proposed plan?
- How will there be a regular and on-going review of the plan implementation?
- How will revisions be made based on the regular and on-going plan implementation review?
- What process is in place to continue a regular and on-going review of the school improvement and schoolwide plan implementation?

Structural and Programmatic Reform

Additional Considerations for Alternative Language Programs:

a. Action strategies

- *What strategies provide opportunities for all students to achieve at proficient and advanced levels?*
- *How are students tracked on performance over time and adequate yearly progress?*
- *How is a collaborative framework incorporated that focuses on English language acquisition processes?*

- *How are transition intervals for the acquisition of English in Bilingual classes clearly defined?*
- *How does the teaching staff (Classroom Teachers, Content teacher, Paraprofessionals, Administrators) demonstrate the professional knowledge to effectively deliver instruction?*
- *How are the strategies effective for improving ELL students' levels of achievement?*
- *How do the instructional strategies increase the quantity and quality of time spent learning through an enriched and accelerated curriculum?*
- *How is collaboration in the development of intensive, **literacy driven** processes supported?*
- *How are instructional environments that target the mismatch of language skills and classroom expectations supported?*
- *How do Alternative Language Programs incorporate **extension** opportunities that promote the timely acquisition of language skills?*
- *How does the program design incorporate legislative guidelines?*
- *How are the strategies related to and support the desired results through measurable objectives?*
- *How do the strategies support and define adequate transitions from native language to English proficiency?*

b. Schoolwide organization

- *How does the school's current organizational structure include the English Language Alternative Program as an integral part of the school's organizational structure?*
- *How do program components demonstrate the needs of ELL students as central to school reform efforts?*
- *How do the proposed changes to the school's organization, schedules, programs, and educational philosophy meet the needs of ELL students?*
- *How does the school restructuring meets the needs of all students in developing cognitive academic knowledge, and English literacy or bi-literacy?*

c. Transition

- *How does the school assist and support children and students to transition from one educational experience to another?*
- *How is progress through the stages of language development documented?*
- *What are the policies and procedures to monitor the academic achievement of students exited and/or not receiving services from the Alternative Language Program?*

d. Implementation and timeline

- *How will all components of the plan be implemented?*
- *What is the review and revision process as the plan is implemented?*
- *How will instructional components be adjusted as a result of the data analysis?*

➔ Review the measurable objectives and the baseline data that support the measurable objectives

- ✓ Define the target population for each objective

➔ Indicate the research-based strategies for the various measurable objectives

- ✓ Review proposed strategies for effectiveness
- ✓ Insure strategies are research-based and/or best practices
- ✓ Consider the current structural organization of the school
- ✓ Include a process for transitions

- ➔ Indicate resources already in place that support implementing the research-based strategies and other components of the school improvement/schoolwide reform plan.
- ➔ Design implementation procedures/task assignments
- ➔ Indicate the timeline for implementing the research-based strategies and accomplishing the measurable objectives

4. Assessment, Evaluation, and Documentation

a. Student Accountability

- How effective are the assessments used to evaluate student progress toward achieving each measurable objective?
- What other standardized assessments need to be added so that additional evidence can demonstrate measurable results?
- How is student progress toward each objective documented on a regular basis?
- How adequate is the documentation of student progress to demonstrate measurable results?
- How is the progress data disaggregated by gender, race, ethnic groups, English language learners, migrant status, disabled versus non-disabled students and economically disadvantaged students versus non-disadvantaged students?
- How does the faculty/staff regularly analyze the progress data?
- How do revisions/changes/adjustments occur, if necessary, based on this data analysis?
- What is the method to provide parents with the results of their child's performance on a regular basis?
- What is the method to provide the results of students' performance to the community-at-large on a regular basis?

b. Systems Accountability

- How effective is the evaluation program to measure success in achieving the identified results?
- How does the school evaluate the effectiveness of the educational programs on a regular basis?
- How does the school make revisions/changes/adjustments to educational programs based on the evaluation data?
- How does the school revise any component of the plan that is shown not effective?

Assessment, Evaluation and Documentation
Additional Considerations for Alternative Language Programs:

a. Student Accountability

- *How has the district implemented assessment procedures that accurately identify ELL students using State sanctioned language proficiency assessments?*
 - *Does the system promote analysis of data and dissemination of ELL student performance reports?*
 - *How has the district implemented assessment procedures that provide data on the acquisition of language and academic performance?*
 - *How is student progress systemically documented?*
 - *How is there evidence of a sound longitudinal assessment data collection?*
 - *How is there evidence of inclusive ILP documentation?*
 - *How is ELL progress data disaggregated by gender, race, ethnic groups, language proficiency, migrant status, disabled versus non-disabled*

students and compared to the performance of non-ELL students?

- *How does the school provide parents with English language acquisition and academic performance reports?*
- *How is student progress beyond formal Alternative Language Program monitored?*
- *How are language and academic needs of ELL students addressed in the absence of parental consent?*

b. Systems Accountability

- *How is there evidence of a comprehensive program evaluation process that measures success through multiple sources to document results?*
- *How is the effectiveness of the educational programs analyzed?*
- *How does sound research drive instructional decisions?*
- *How does ongoing, rigorous, content specific, imbedded, self-evaluative professional development support student achievement and progress in English language acquisition?*
- *How are ineffective program components modified?*
- *How are the modifications made in relation to student performance, language proficiency and English literacy?*
- *What is the evidence that programs are effective in narrowing the achievement gap?*
- *What is the evidence of parent and community input on program goals and structure?*

➔ Indicate the standardized assessments and other measurements to demonstrate and increase in student academic performance

- ✓ Indicate evaluation and assessment methods for both student achievement and the effectiveness of the strategies, organizational structure, and other components of the improvement/schoolwide reform plan.

5. Equity

- How has the implementation of a school improvement/schoolwide reform plan addressed the needs of all students adequately, especially the historically underserved?
- What else can be done to ensure the needs of all student are addressed, particularly those students who are historically underserved?
- What are the specific objectives and strategies addressing the student population identified to be at risk of reaching the state's and district's performance standards at the proficient or advanced levels?
- How are these objectives and strategies realistic?
- What are the data to support progress toward achieving the objectives and strategies?
- How do the objectives and strategies address students at risk of reaching the State's and district's performance standards need to be adjusted?

Equity

Additional Considerations for Alternative Language Programs:

- *How are the needs of ELL students in all language backgrounds addressed?*
- *What is the evidence of inclusion in academic programs such as Gifted Education and participation in extracurricular activities?*
- *What are specific goals and strategies to address the closing of the achievement gap?*

- Revisit the desired outcomes, specific measurable objectives, baseline data, research-based strategies
 - ✓ Insure ALL students are included in the complete school improvement/schoolwide reform plan

6. Professional Development

- How is the delivery of professional development a systemic approach aimed at improving teacher effectiveness and student performance?
- How is the proposed professional development rigorous, results-based, data-driven, and tied to student achievement?
- How is the proposed professional development ongoing and an integral part of the workday?
- How does proposed professional development use a variety of approaches and models?
- How is the proposed professional development staff-designed, collaborative and school centered?
- What are the adequate resources (people, time, facilities) for effective professional development?

Professional Development

Additional Considerations for Alternative Language Programs:

- *How is there evidence of a systemic approach to the delivery of professional development aimed at improving teacher effectiveness and student performance?*
- *How is professional development ongoing, rigorous, content specific, embedded, self-evaluative professional development that supports student achievement and progress in English language acquisition?*
- *How does the current professional development use a variety of approaches and models?*
- *How is professional development staff-designed, collaborative and school centered?*
- *What are the adequate resources (people, time, facilities, professional materials, etc)?*

- Review the measurable objectives and research-based strategies
 - ✓ Align professional development with the objectives and strategies
 - ✓ Embed professional development with the activities of teaching
- Indicate the professional development activities

7. Parental Involvement

- How are parents and families involved in supporting their children's education?
- How are the strategies for parent and family involvement with the school effective?
- What does the school have in place for ongoing, quality communication between parents and the school?
- How effective is this form of communication between parents and the school?
- What are the effective strategies to engage parents and families in activities that support school improvement and schoolwide reform?

- How effective are these strategies?

Parent Involvement

Additional Considerations for Alternative Language Programs:

- *How does the school involve parents and families in supporting their children's education?*
- *How does the school provide parents with materials and information in a language they can understand?*
- *What are the strategies to engage parents and families in activities that support the school improvement and schoolwide reform?*

- ➔ Design parent involvement activities that are compatible with accomplishing the measurable objectives and the implementation of the research-based strategies

8. Coordination of Programs

- How are all federal, state and local program funds utilized to support the entire school improvement and schoolwide reform?
- How is the intent of each individual program identified and addressed ?
- How are other initiatives, such as Colorado Reading Excellence Act (CREA), Teacher Development Grant, Read To Achieve, Advancing Student Academic Achievement (ASAA), Comprehensive School Reform Demonstration (CSRD) integrated into the schoolwide reform?

Coordination of Programs

Additional Considerations for Alternative Language Programs:

- *How is the educational plan for the instruction of ELL students a collaborative approach among different funding sources?*