Title I-A Schoolwide Monitoring Review Tool

Using Oregon’s Comprehensive Achievement Indicators

School Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schoolwide programs will need to assess each indicator and address the key points listed as part of their school’s description of their “current level of implementation” for each indicator. After assessing and addressing the indicators, schools will need to upload additional documentation and complete a supplemental form within Indistar. Annually, districts need to review each school’s plan.

1. **Assess and Address Indicators (Needs to be completed once every 4 years)**

| **District and School Structure and Culture** | | | | **Compliant?** | |
| --- | --- | --- | --- | --- | --- |
| **Indicator ID** | **Indicator Description** | **Key Points to be addressed** | **Reviewer’s comments** | **Yes** | **No** |
| DSC 1.1 | The school principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| DSC 1.2 | The school’s mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| DSC 1.3 | The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in classroom opportunities and at home opportunities for parents. | A description of the school’s current level of implementation.  (SWP – Professional Development) |  |  |  |
| DSC 1.4 | School staff identifies students who need additional learning time to meet standards and provides timely and effective programs of assistance. | A description of how the school will identify students experiencing difficulty mastering skills and standards are articulated. In addition, timely and additional assistance to students having difficulty mastering the standards is evident in the plan.  A description of how special populations (i.e., students with disabilities, English language learners, etc.) needs will be met if they are experiencing difficulty mastering the standards.  (SWP – Student Assistance) |  |  |  |
| DSC 1.5 | School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle | Specific strategies for helping students’ transition into and out of the school are described.  (SWP – Transition and Coordination) |  |  |  |
| DSC 1.6 | School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning. | A description of coordination with other community programs and agencies to support students and families is articulated.  (SWP – Transition and Coordination) |  |  |  |

| **Educator Effectiveness** | | | | **Compliant?** | |
| --- | --- | --- | --- | --- | --- |
| **Indicator ID** | **Indicator Description** | **Key Points to be addressed** | **Reviewer’s comments** | **Yes** | **No** |
| EE 2.1 | All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| EE 2.2 | All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. | Research-based strategies to be implemented are clearly described. Core academic program is strengthened and designed for diverse student needs.  The strategies to be implemented will increase the amount and quality of learning time.  Strategies selected will address the needs of all students, but particularly instructional strategies for meeting the needs of low achieving students and/or sub-groups of students not meeting academic expectations are noted.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| EE 2.3 | Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery. | On-going, sustained opportunities will be provided for all staff and are clearly articulated in the plan.  A clear description of ongoing and embedded support that will ensure staff implementation of strategies is articulated. Support is described which will ensure fidelity of strategy implementation.  (SWP – Professional Development) |  |  |  |
| EE 2.4 | Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| EE 2.5 | All instructional staff in the school use sound classroom management practices that encourage student engagement and effect student learning. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| EE 2.6 | Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |

| **Family and Community Involvement** | | | | **Compliant?** | |
| --- | --- | --- | --- | --- | --- |
| **Indicator ID** | **Indicator Description** | **Key Points to be addressed** | **Reviewer’s comments** | **Yes** | **No** |
| FC 3.1 | School staff create and maintain a welcoming environment for all families and community members. | A description of the school’s current level of implementation.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.2 | School staff create and maintain connections between the school community and the broader community to support student learning. | Description of the community collaboration and partnerships that support student achievement is included in the plan.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.3 | The school’s key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. | Parents are involved in decision-making and evaluation of the school’s plan.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.4 | School staff educate families and provide needed resources for supporting their children's learning. | Parent strategies/activities include information that supports families as they help their children be successful at school.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.5 | School staff ensure families have the opportunity for meaningful involvement in the school. | Descriptions of strategies that are designed to increase meaningful family involvement are articulated.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.6 | School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. | Parents are involved in decision-making and evaluation of the school’s plan.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.7 | School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. | A description of the school’s current level of implementation.  (SWP – Family & Community Involvement) |  |  |  |
| FC 3.8 | School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders. | A description of how parents will be regularly informed of student progress, especially for students who have not met academic standards is articulated.  (SWP – Family & Community Involvement) |  |  |  |

| **Teaching and Learning** | | | | **Compliant?** | |
| --- | --- | --- | --- | --- | --- |
| **Indicator ID** | **Indicator Description** | **Key Points to be addressed** | **Reviewer’s comments** | **Yes** | **No** |
| TL 4.1 | All instructional staff at the school are engaged in aligning instruction and local assessments to state standards. | A description of the school’s current level of implementation.  (SWP – Student Assessment of Progress) |  |  |  |
| TL 4.2 | A system is in place for assessing and monitoring student achievement relative to state standards. | Teacher selected, on-going student assessments are noted and include the frequency for administering them and professional development needed to effectively use the results.  (SWP – Student Assessment of Progress) |  |  |  |
| TL 4.3 | All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards. | A description of how teachers are included in the decisions of how academic assessments are selected and used is articulated.  (SWP – Student Assessment of Progress) |  |  |  |
| TL 4.4 | All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction. | A description of the school’s current level of implementation.  (SWP – Student Assessment of Progress) |  |  |  |

| **Technical and Adaptive Leadership** | | | | **Compliant?** | |
| --- | --- | --- | --- | --- | --- |
| **Indicator ID** | **Indicator Description** | **Key Points to be addressed** | **Reviewer’s comments** | **Yes** | **No** |
| LDR 5.1 | A distributed leadership process is used to build the capacity of others in the school. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| LDR 5.2 | School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| LDR 5.3 | School leadership has established team structures with clear and specific duties. | A description of the school’s current level of implementation.  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| LDR 5.4 | School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes. | A description of the school’s current level of implementation.  (SWP - On-going Plan to Monitor the Effectiveness of the Schoolwide Plan) |  |  |  |
| LDR 5.5 | School leaders actively promote a shared vision for equity, cultural competence, and high expectations. | A description of the school’s current level of implementation  (SWP - Instructional Programs/School Reform Strategies) |  |  |  |
| LDR 5.6 | The principal has the skills to guide, direct and motivate the staff towards increased student achievement. | A description of the school’s current level of implementation.  (SWP - On-going Plan to Monitor the Effectiveness of the Schoolwide Plan) |  |  |  |
| LDR 5.7 | The principal ensures that all teachers are highly qualified in their assignment. | All teachers meet NCLB requirements for “Highly Qualified” staff and are assigned to the areas in which they are certified.  (SWP – Highly Qualified Staff) |  |  |  |
| LDR 5.8 | School leadership has a plan to recruit and retain highly qualified staff. | A description of district and/or school strategies that are designed to retain and recruit (attract) high-quality highly qualified teachers to high-need schools is articulated.  (SWP – Highly Qualified Staff) |  |  |  |
| LDR 5.9 | School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan. | A clearly developed process to regularly monitor and adjust the school’s plan as it is implemented is articulated.  There is a description of how revisions and updates in the plan will be made and communicated to all staff, parents and community.  The annual review plan includes reviews of implementation of the plan as well as outcomes.  (SWP - On-going Plan to Monitor the Effectiveness of the Schoolwide Plan) |  |  |  |
| LDR 5.10 | School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement). | Student achievement data is examined for at least reading, writing, and mathematics. Other content areas may be included but are optional.  Other student and school related data/factors that influence student achievements are examined (i.e. mobility rates, attendance, dropout, discipline, curriculum/instruction, professional development, family/community involvement, climate/organization, etc.).    Data are analyzed and school strengths and weaknesses are identified; school improvement needs and goals are prioritized accordingly.  (SWP - Comprehensive Needs Assessment) |  |  |  |

1. **Additional Documentation**

| **Document Uploads (Needs to be uploaded annually)** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Required Forms** | **Form Description/Compliance Requirements** | **Is the Form Uploaded? (Y/N)** | **Reviewer’s Comments**  **(Does the form meet the requirements?)** | **YES** | **NO** |
| Principal Attestation Form | Per ESEA 1119(i), the principal of a Title I school must attest annually to the highly qualified teacher and instructional paraprofessional requirements. |  |  |  |  |
| School/Parent Compact | Per ESEA 1118(d), each Title I school develops in partnership with Title I and Migrant parents, a school parent compact that is distributed annually. Please upload the compact in all relevant languages. |  |  |  |  |

\*The School’s Title IA Family Involvement Plan will now be created using the school’s responses to the Family & Community indicators.

| **Supplemental Report (Needs to be completed annually)** | | | | |
| --- | --- | --- | --- | --- |
| **Title IA Schoolwide Component** | **Question that was addressed** | **Reviewer’s Comments**  **(Does the form meet the requirements?)** | **YES** | **NO** |
| Comprehensive Needs Assessment | Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key areas of effectiveness: student achievement, district & school structure and culture, teaching and learning, educator effectiveness, and family and community involvement. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. |  |  |  |
| Family & Community Involvement | Please describe how parents are informed of their school’s participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. Provide the date of your annual Title I-A meeting. |  |  |  |
| On-going Plan to Monitor the Effectiveness of the Schoolwide Plan | Please describe how the district has provided ongoing support for the implementation of the school’s plan. In addition, describe how the district annually reviews the school’s plan and provides feedback. |  |  |  |

1. **Additional Comments**