

**Program Quality Review  
Title I Schoolwide Programs**

School Data					
<b>LEA Code</b>		<b>LEA Name</b>		<b>Date of Review</b>	
<b>School Code</b>		<b>School Name</b>		<b>Principal Name</b>	
<b>Percent Poverty</b>		<b>Year of Improvement</b>		<b>Teacher FTEs</b>	
<b>Title I Allotment</b>	\$	<b>Subject/Subgroup</b> Reading: Students W/D ,Black not met Math: Black, ED, All Students not met		<b>Paras/Others FTEs</b>	

Feedback	
<b>Commendations:</b>	
<b>Concerns:</b>	
<b>Recommendations:</b>	

<b>I. Schoolwide Plan: Has the written plan been developed and communicated with all stakeholders to support effective implementation?</b>		
<b>Quality Requirement</b>	<b>Quality Indicators</b>	<b>Comments</b>
<b>School plan was developed in consultation with parents and other members of the community including teachers, principals, and administrators. (If secondary school, students are included in the consultation). [SEC. 1114(b)(2)(B)(ii)]</b>	<b>How are decisions made regarding program activities and the use of Title I funds?</b> <ul style="list-style-type: none"> <li>• Agendas/Minutes of meetings (e.g., parents, community, school improvement team, etc.)</li> <li>• Sign-in sheets</li> </ul>	
<b>School plan is available to the LEA, parents, and the public. [SEC. 1114(b)(2)(B)(iv)]</b>	<b>How are parents and the public made aware of plans to use Title I funds to improve overall school reform efforts?</b> <ul style="list-style-type: none"> <li>• Public notices</li> <li>• Communication to parents</li> <li>• Evidence of the annual meeting</li> </ul>	
<b>School plan is reviewed and revised as necessary. [SEC. 1114(b)(2)(B)(iii)]</b>	<b>What process ensures that the school plan reflects current needs and plans to address those needs?</b> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• List of school improvement team members</li> <li>• Minutes of meetings</li> </ul>	

<b>II. Schoolwide Program Components: Are the required components effectively communicated to all staff and implemented in the school?</b>		
<b>Quality Requirement</b>	<b>Quality Indicators</b>	<b>Comments</b>
School conducts comprehensive needs assessment including achievement of children related to State academic content standards and the State student academic achievement standards. [SEC. 1114(b)(1)(A)]	<p><b>What process ensures that needs assessment information is collected, analyzed, and synthesized to communicate needs into effective plans?</b></p> <ul style="list-style-type: none"> <li>• School data (e.g., narratives, charts, graphs) from multiple sources</li> <li>• Agendas/minutes of meetings</li> <li>• School Plan based upon CNA</li> </ul>	
Schoolwide reform strategies: 1) use effective methods and instructional strategies that are based on scientifically based research; 2) provide opportunities for all children to meet the State’s proficient and advance levels of student academic achievement; and 3) include strategies to address the needs of all children particularly the lowest achieving and how those needs will be met. [SEC. 1114(b)(1)(B)(i)]; [SEC. 1114(b)(1)(B)(ii)] [SEC. 1114(b)(1)(B)(iii)]	<p><b>What activities/programs are offered to meet the needs of low-achieving children?</b></p> <p><b>How are high-achieving children challenged to meet academic growth measures?</b></p> <p><b>What benchmark measures ensure that instruction demonstrates learning for all students?</b></p> <ul style="list-style-type: none"> <li>• Teacher schedules</li> <li>• Evidence of extended learning opportunities</li> <li>• Sample lesson plans</li> <li>• Student Personal Education Plans</li> <li>• Benchmark data/Formative Assessments</li> </ul>	
Instruction is provided to students by a highly qualified staff. [SEC. 1114(b)(1)(C)]	<p><b>Are all students being instructed by highly-qualified staff?</b></p> <ul style="list-style-type: none"> <li>• Principal Attestation Statement</li> <li>• Human resources reports</li> <li>• Notification to parents of non-HQ issues</li> </ul>	
High-quality ongoing professional development is provided to all staff. [SEC. 1114(b)(1)(D)]	<p><b>How does the school decide what professional development activities will be offered?</b></p>	

	<p><b>Is professional development aligned to the results of the needs assessment?</b></p> <ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• Agendas/Minutes of meetings (planning and implementation)</li> <li>• Sign-In Sheets</li> <li>• Mentor/Lead teacher schedules</li> </ul>	
<p><b>School engages in strategies to attract high-quality highly-qualified teachers. [SEC. 1114(b)(1)(E)]</b></p>	<p><b>What does the school do to recruit high-quality teachers?</b></p> <p><b>How are highly-effective teachers rewarded?</b></p> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Records of recruitment activities</li> </ul>	
<p><b>School engages in strategies to increase parental involvement [SEC. 1114(b)(1)(F)]</b></p>	<p><b>How are parents involved in school activities to enable them to make decisions about their child’s education?</b></p> <ul style="list-style-type: none"> <li>• Parent involvement plan</li> <li>• Parent compacts</li> <li>• Parent notifications/newsletters</li> <li>• Agendas/minutes from annual meeting</li> <li>• Communication for non-English speakers</li> <li>• Parent training sessions</li> </ul>	
<p><b>School implements plans for assisting preschool children in transition for local elementary school programs. [SEC. 1114(b)(1)(G)]</b></p>	<p><b>What activities engage teachers, students, and families in transitioning students into school and grade to grade?</b></p> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Evidence of transition activities</li> </ul>	
<p><b>School implements measures to include teachers in the decisions regarding the use of academic assessments to improve student achievement and the instructional program of the school. [SEC. 1114(b)(1)(H)]</b></p>	<p><b>Do teachers participate in high-quality staff development that demonstrates how to use data to drive instruction?</b></p> <ul style="list-style-type: none"> <li>• Grade level meeting agendas/minutes</li> <li>• Professional development agendas, sample materials, sign-in sheets</li> </ul>	

	<ul style="list-style-type: none"> <li>• Benchmark data</li> <li>• Sample lesson plans</li> </ul>	
<p><b>Activities that are provided to students with difficulty mastering standards is effective, timely, and based on sufficient information. [SEC. 1114(b)(1)(I)]</b></p>	<p><b>How are decisions made about meeting individual student needs?</b></p> <p><b>What assessments are used to ensure students are making sufficient progress?</b></p> <ul style="list-style-type: none"> <li>• Personal Education Plans</li> <li>• Sample student assessments</li> </ul>	
<p><b>School effectively coordinates and integrates available resources provided with Federal, State, and local funds. [SEC. 1114(b)(1)(J)]</b></p>	<p><b>What other funds are utilized to support school reform efforts?</b></p> <p><b>How are decisions made to ensure effective coordination of all school resources?</b></p> <ul style="list-style-type: none"> <li>• School Improvement Plans</li> <li>• Budgets</li> <li>• School Improvement Team minutes</li> </ul>	