



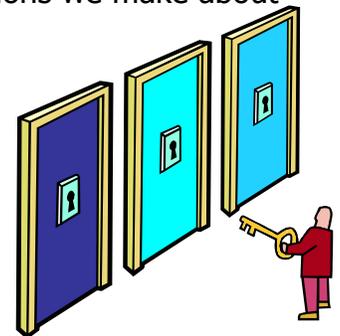
Checklist for Schoolwide Programs-- What Research Says Works

Are we on the track for success?



- Is our schoolwide plan for improvement based on the needs of our children and our school?
- Does our schoolwide plan truly raise the academic achievement of ALL the students at our school, or do some get left behind?
- Are we providing extended services to students who need them?
- Do staff members know our schoolwide goals and the plans we have designed to try and reach those goals?
- Do all teachers employ research-proven strategies in their classroom teaching? (multiple intelligences, brain research, thematic-based, etc.) Has classroom instruction changed since we first began our schoolwide reform plan?
- Do we use student assessment as a means to improve classroom instruction? Are we accountable when our students do not meet the academic goals we have set for them?
- Do our schoolwide goals, and our mission of raising academic achievement of all students, guide every single decision we make? Does our mission guide decisions we make about--

- curriculum
- instructional strategies (including lesson plans)
- professional development
- scheduling
- budget
- use of staff time
- building space
- extra-curricular activities



- Are parents involved in the schoolwide program? Are they provided with ideas on how to help their child at home? Are they treated as partners with the school in achieving schoolwide goals?

■ Do all classroom teachers communicate regularly with the parents, including communicating about the schoolwide goals and their child's progress toward these goals?

■ Is preschool transitioning an effective part of our schoolwide plan?

■ Do we truly maintain a "NO EXCUSES!" theme for student failure, regardless of the problems facing the student, including home-related or other circumstances?

■ In spite of challenges, setbacks, and failures, do school leaders continue to try and reach schoolwide goals?

■ Do we employ only a highly qualified staff?

■ Are the school leaders knowledgeable and supportive of schoolwide efforts by allowing teachers to make important decisions about the school?

■ Is every moment of the instructional day dedicated to raising student achievement?

■ Is the schoolwide plan a collective responsibility, or has the Title I program remained a separate entity?

■ Have we aligned instruction to the State standards and assessments?

■ Is professional development the cornerstone of our schoolwide plan, with school leaders creating opportunities for teachers to work, plan, and learn together around instructional issues?



Sources:

Three studies of successful schoolwide programs--

- U.S. Department of Education's Idea Book Volume II *Profiles of Promising Schoolwide Program Practices*, December 1998
- Charles A. Dana Center, The University of Texas at Austin, *Hope for Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools*, 1999
- STAR Center's *Successful Texas Schoolwide Programs*, February 1997