

**KANSAS STATE DEPARTMENT OF EDUCATION**  
**Plan for Schoolwide Programs**  
**Planning Year 2009-2010**  
**Implementation Year 2010-2011**

***SCHOOLWIDE PLAN – CREATING THE SCHOOL PROFILE***

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**CREATING THE SCHOOL PROFILE**

As a school prepares to become a schoolwide program, it needs to understand its current status, a snapshot that will help illustrate the gap between where the school is now and where it wants to be when its vision is realized.

A school profile provides that picture; it is a data-driven description of the school's student, staff, and community demographics, programs, and mission. The school profile serves as a starting point for discussion by the planning team, and useful information for each of the focus areas of the needs assessment that follows. It suggests critical areas that might be addressed in the schoolwide plan.

To create the profile, the schoolwide planning team should first decide which focus areas are most essential to reform the school. Although additional factors may be added to the profile, those listed on the following pages significantly impact student achievement, and, at a minimum, the schoolwide planning team should assess the school's current status with respect to each of them. Some questions that will help the team know what information to collect are listed after each factor.

**Student Needs**

- How well are students achieving on State assessments, in general, in identified subgroups and individually?
- Are there measurable goals for achievement that are known by parents, teachers, and students?
- How does the school identify individual student needs?
- What are the student mobility rates? Dropout rates? Attendance rates?
- What, if any, significant disciplinary problems exist in the school?
- What intervention process is in place to ensure that students' educational needs are met in a timely manner?
- Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed?
- Did the school make AYP last year? In prior years? If not, why?

**Curriculum and Instruction**

- How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process?
- What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?



- Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?
- What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?
- How are assessment results used?
- Is instructional technology available to all students? Do teachers integrate technology into teaching?
- Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?

### **Professional Development**

- Are all teachers and instructional paraprofessionals highly qualified?
- Is there a process to determine the professional development needs of teachers?
- What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?
- Is professional development voluntary or mandatory? To what degree does staff participate?
- Is professional development related to classroom instruction?
- How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
- Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
- Who provides professional development (e.g., school district, state department, regional laboratory, etc.)? Are external resources (e.g., expert practitioners, regional laboratories, representatives of higher education institutions, state department staff, etc.) used or provide staff development for the school? How often does this occur?
- Does the daily teacher schedule allow for common planning time across grade levels and content areas?
- How is professional development evaluated and mid-course corrections made if needed?

### **Family and Community Involvement**

- Do teachers routinely communicate with parents (formally and informally) about the academic progress of their children?
- How are parents and the community involved in activities that support student learning?
- How does the school involve parents and the community in school governance decisions?
- Are health and human services available to support students and their families?
- Are translators and written communications available for families who speak languages other than English?
- Does the school or district offer adult education programs?
- Are the staff and students involved in community activities?
- Does the school partner with local businesses to enhance its educational program?
- How does the community view the school?
- How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?

## **School Context and Organization**

- Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school?
- Is the entire school staff involved in decisions about school operations? How?
- Is the school safe and orderly?
- What disciplinary policies exist, and how are these policies enforced?
- What is the school climate? Are staff and student morale high?
- How is the school managed?
- What role(s) does the principal play? Is he or she viewed primarily as an instructional leader? A Business manager? A disciplinarian?
- How is the school budget determined, and how are priorities set?
- How are the resources (funds, time, and personnel) currently allocated?
- How are the financial resources prioritized to meet the needs of the school?
- Does the school currently operate with one written plan? Was the plan developed collaboratively? Is the plan followed?
- Overall how much progress has the school made in the last year? In the last two years?

