

Title I, Part A Schoolwide Program Guide

Section 1114



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Title I, Part A Schoolwide Program Guide

Introduction

The Title I, Part A Schoolwide Program Guide is designed to ensure a schoolwide program is fully developed according to the requirements in section 1114 of Title I, Part A of the Every Student Succeeds Act. This document can be used to develop a schoolwide program or as a tool to evaluate the development of an existing schoolwide program.

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act (ESSA). [Section 1114(b)]

1. Developed during a one-year period, unless less time is needed and approved... [Section 1114(b)(1)]
2. Developed with the involvement of parents and others... [Section 1114(b)(2)]
3. Remains in effect for the duration of the school's participation...and is revised as necessary... [Section 1114(b)(3)]
4. Is available in an understandable and uniform format, and to the extent practicable, provided in a language parents can understand. [Section 1114(b)(4)]
5. Developed in coordination and integration with other programs and services... [Section 1114(b)(5)]
6. Is based on a comprehensive needs assessment... [Section 1114(b)(6)]

(Refer to Section 4 for a complete copy of Section 1114.)

The Schoolwide Program Guide has four parts:

Section 1 is an easy-to-read overview of the requirements to be included in the schoolwide program.

Section 2 is a checklist of the schoolwide requirements to be included in the schoolwide program plan (in Texas this plan is usually imbedded in the Campus Improvement Plan).

Section 3 is a template for year of planning to become schoolwide. This tool, aligned to ESSA Section 1114, provides a means to document the one-year planning process to initially develop a schoolwide plan or to carefully review and revise an existing schoolwide plan. The statute, and TEA, require schools wanting to become schoolwide to complete a one-year period to plan and develop a schoolwide plan. In Texas a school will move through this process with the guidance of the regional ESC. When the process is complete, the ESC will notify TEA that a particular school can now be identified schoolwide and can provide schoolwide program services. Note: This document allows you to type directly into provided boxes.

Section 4 is the current ESSA, Section 1114 statute.

Schoolwide Program Overview

Every Student Succeeds Act (ESSA), Section 1114

A Title I, Part A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I, Part A school in order to improve the achievement of the lowest achieving students. [ESSA section 1114(a)(1)]

Schoolwide applies to campuses. A district CANNOT be schoolwide.

Eligibility, Section 1114 (a)(1)(A) & (B)

- Not less than 40% of the children in the school attendance area are from low-income families, OR
- Not less than 40% of the children enrolled in the school are from low income families, OR
- If a school has less than 40% of the children in the school attendance area from low income families, or a school has less than 40% of the children enrolled in the school from low-income families, the school may receive a waiver from the State Educational Agency to operate a schoolwide program

Identification, Section 1114 (a)(B)(2)

- When a school is eligible to operate a schoolwide program, the school is NOT required to identify...
 - Particular children as eligible to participate in a schoolwide program
 - Individual services as supplementary

Use of Funds

- In a schoolwide program a local education agency **MAY** consolidate and use Title I Part A funds, together with other Federal, State, and local funds to upgrade the entire educational program of an eligible school **Section 1114 (a)(1)(A)**
- A school participating in a schoolwide program **SHALL** use available funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school **Section 1114 (a)(2)(B)**
- A school that chooses to consolidate and use funds from different Federal programs under this section shall NOT be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program **Section 1114 (a)(3)(C)**

- Dual or Concurrent Enrollment: **Section 1114 (e)(1) & (2)**
 - A secondary school operating a schoolwide program under Title I Part A **MAY** use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards
 - A secondary school using Title I Part A funds to operate a dual or concurrent enrollment program **MAY** use funds for any of the costs associated with such program, including the costs of...
 - Training for teachers, and joint professional development for teachers in collaboration with career and technical education, where appropriate, for the purpose of integrating rigorous academics in such program;
 - Tuition and fees, books, required instructional materials for such program, and innovative delivery methods;
 - Transportation to and from such program

Developing the Schoolwide Plan

- To be schoolwide a campus must complete a year of planning
- An ESC assists and verifies that the year of planning took place
 - One-year planning is required unless it is determined that less time is needed to develop and implement the schoolwide program
- Remains in effect but shall be regularly monitored and revised as necessary based on student needs;
- Comprehensive Needs Assessment: REQUIRED. A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" **Section 1114 (b)(6)**
- Comprehensive Plan
 - REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..."
Section 1114 (b)(2)
 - REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand"
Section 1114 (b)(4)

- **REQUIRED.** A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)"

Section 1114 (b)(5)

- **REQUIRED.** A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards"

Section 1114 (b)(7)(A)(i-iii)

- Evaluate the Plan: **REQUIRED.** A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" **Section 1114 (b)(3)**
- Strategies that **MAY** be included in the plan:
 - "counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas" **Section 1114 (b)(7)(A)(i)**
 - "preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school)" **Section 1114 (b)(7)(A)(ii)**
 - "implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)" **Section 1114 (b)(7)(A)(iii)**

- "professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects" **Section 1114 (b)(7)(A)(iv)**
- "strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs" **Section 1114 (b)(7)(A)(v)**

Other

- Preschool Programs: a school that operates a schoolwide program under Title I Part A **MAY** use Title I part A funds that are available to establish or to enhance preschool programs for children who are under six years of age. **Section 1114 (c)**
- Delivery of Services: the services of a schoolwide programs under Title I Part A **MAY** be delivered by non-profit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. **Section 1114 (d)**

Examples of Uses of Funds (Based on the Needs Assessment)

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs
- Recruitment and retention of effective teachers, particularly in high-need subjects
- Instructional coaches to provide high-quality, school-based professional development
- Increased learning time
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs)
- Career and technical education programs to prepare students for postsecondary education and the workforce
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports)
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making

- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities)

Staffing Requirements in Schoolwide Programs - there are specific Title I, Part A staffing requirements for paraprofessionals and teachers. **[Section 1112 (e)]**

- **All paraprofessionals** assigned to Title I, Part A schoolwide campuses must continue to meet federal standards
- **Teachers** assigned to Title I, Part A school campuses must meet applicable state certification requirements.

For more information:

- Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program
<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>



Section 3 Schoolwide Program Checklist

All requirements of a schoolwide program must be addressed in the campus improvement plan. Those areas marked Not Met need additional development.

MET	NOT MET	SCHOOLWIDE REQUIREMENTS, ESSA, Section 1114
		1. Comprehensive Needs Assessment: Sec. 1114(b)(6)
		a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;
		2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)
		a. The school will be implementing to address school needs, including a description of how such strategies will
		MUSTS
		i. provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
		ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
		iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
		MAYS
		a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
		b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

		c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
		d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
		e. strategies for assisting preschool children in the transition from early childhood education.
		b. If programs are consolidated, the specific State Education Agency and Local Educational Agency programs and other Federal programs will be consolidated in the schoolwide program

		3. Schoolwide Plan Development: Sec. 1114(b)(1-5)
		a. is developed during a 1-year period, unless — the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;
		b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
		c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored/evaluated and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
		d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
		e. If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs career and technical programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)

Section 4: TITLE I, PART A TEMPLATE FOR YEAR OF PLANNING TO BECOME SCHOOLWIDE

1. Parent and Stakeholder Involvement		
<ul style="list-style-type: none"> Describe the process for involving stakeholders and how their input was used to develop the schoolwide plan. 		
<ul style="list-style-type: none"> The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)] The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)] Each school must meet the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)] 		
Meets Expectations	Developing	Does Not Meet Expectations
Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.	Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.	Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.	Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.	Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.

<p>The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.</p>	<p>The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.</p>	<p>The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.</p>
<p>The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.</p>	<p>The Title I schoolwide plan is available in multiple languages and formats.</p>	<p>The Title I schoolwide plan is posted in English on the school's website.</p>

2. Regular Monitoring and Plan Revision

- Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- The plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

Meets Expectations	Developing	Does Not Meet Expectations
School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.	School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.	School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.
The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.	The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.	Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.	School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.	School leadership reviews student achievement and growth data.

3. Comprehensive Needs Assessment		
<ul style="list-style-type: none"> Provide the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan. 		
<ul style="list-style-type: none"> An eligible school operating a schoolwide program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)] 		
Meets Expectations	Developing	Does Not Meet Expectations
Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.	Includes performance and/or non-performance data gathered from a limited number of sources.	Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).	Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.	Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
Examines student, teacher, school and community strengths and needs.	Examines student strengths and needs.	Examines student deficits.
School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.	School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.	School administrators have not clearly and transparently identified and communicated the school's priorities.
Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.	Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.	Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

4. Schoolwide Plan Strategies - Required

- Describe the strategies the school will use to upgrade the entire educational program to improve the achievement of the lowest-achieving students. Include a description of how and when the strategies will be implemented. Be sure these strategies are linked to areas identified in the comprehensive needs assessment.

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(i-iii)]

Meets Expectations	Developing	Does Not Meet Expectations
Strategies provide a detailed, enriched, and accelerated curriculum for every student, including those representing all subgroups, according to their needs.	Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.	Strategies provide a basic curriculum intended for all students.
Improvement activities are purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning.	Improvement activities address some findings of the comprehensive needs assessment but may not result in significant improvements in student learning.	Improvement activities may be purposefully designed but are not aligned to the comprehensive needs assessment.
The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.	The school has a process in place to identify students experiencing difficulty mastering the State's standards.	No process is in place to identify students who are experiencing difficult mastering the State's standards.
Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.	Effective, additional assistance is provided for students experiencing difficulty meeting State standards.	Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.

<p>The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.</p>	<p>The school has identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and most LEP students are able to access the curriculum in a meaningful way.</p>	<p>The school has not identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and LEP students are unable to access the curriculum in a meaningful way.</p>
<p>The school offers a range of extended learning opportunities within and beyond the school day and the school year.</p>	<p>The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.</p>	<p>The school offers limited extended learning opportunities.</p>

Optional Schoolwide Plan Strategies

Schoolwide Plan Strategies - Optional		
<ul style="list-style-type: none"> Schoolwide Plan Strategies may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. [1114(b)(7)(A)(i)] 		
Meets Expectations	Developing	Does Not Meet Expectations
Support for the physical, cultural, and socio-economic needs of every student reflects a commitment to equity and an appreciation of diversity.	Support for the physical, cultural, and socioeconomic needs are appropriate for most students.	School has not yet implemented adequate supports for the physical, cultural, and socioeconomic needs of students.

Schoolwide Plan Strategies - Optional		
<ul style="list-style-type: none"> Schoolwide Plan Strategies may include preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to coursework to earn post-secondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). [1114(b)(7)(A)(ii)] 		
Meets Expectations	Developing	Does Not Meet Expectations
Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level.	Instructional planning ensures grade-level learning experiences for all students.	Learning experiences may not be fully accessible for all students, or available supports may not be preparing all students for success at the next level.
Instructional planning (P-12) incorporates prepared graduate competencies to ensure student success in postsecondary and workforce settings.	Instructional planning ensures all students are prepared for high school graduation.	Instructional planning is not successfully preparing all students for high school graduation.

Schoolwide Plan Strategies - Optional		
<ul style="list-style-type: none"> Schoolwide Plan Strategies may include implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Act (20 U.S.C. 1400 et seq.). [1114(b)(7)(A)(iii)] 		
Meets Expectations	Developing	Does Not Meet Expectations
The school implements a comprehensive system of tiered academic and behavioral supports to enable students to master grade-level expectations.	The school implements academic and behavior supports to support struggling students.	The school has identified academic and behavioral supports but does not effectively implement them to support students.

Schoolwide Plan Strategies - Optional		
<ul style="list-style-type: none"> Schoolwide Plan Strategies may include professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects. [1114(b)(7)(A)(iv)] 		
Meets Expectations	Developing	Does Not Meet Expectations
All staff receive ongoing, job-embedded, research-based professional development, aligned with the school's identified needs, to meet individual needs of all students, but particularly the lowest achieving students.	Most staff receive training aligned with the school's identified needs, to meet the needs of most students.	Most staff receive training that may or may not be related to the school's identified needs.
The school implements processes that support recruitment and retention of high-quality professional staff.	The school reviews the qualifications of its staff and is working to increase the effectiveness of its staff.	The school makes teacher assignments based on the availability of staff and does not have a plan to make changes in the way it assigns or hires teachers.

Schoolwide Plan Strategies - Optional

- Schoolwide Plan Strategies may include strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. [1114(b)(7)(A)(v)]

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Meets Expectations	Developing	Does Not Meet Expectations
Collaboration is evident between the elementary school and preschool programs (i.e. Head Start,).	Collaboration efforts have begun between the elementary and preschool programs.	Collaboration and communication seldom occurs between the regular elementary school program and preschool programs.
Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	Specific strategies for helping students' transition into the regular elementary school setting may not be included in the school improvement plan.	Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.
Preschool instruction builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for kindergarten.	Preschool instruction addresses academic and self-regulation skills but may not consistently be aligned to expectations for Kindergarten students.	Preschool instruction may not adequately prepare every student for Kindergarten.

Delivery of Services – Optional		
<ul style="list-style-type: none"> If appropriate and applicable, a schoolwide program may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. [Section 1114(d)] 		
Meets Expectations	Developing	Does Not Meet Expectations
An external provider with expertise in using evidence-based, effective strategies works within the school to improve student achievement. The provider has a proven record doing this work.	An external provider with expertise in using evidence-based, effective strategies works within the school to improve student achievement.	An external provider works within the school to improve student achievement.

Use of Funds for Dual or Concurrent Enrollment Programs – Optional		
<ul style="list-style-type: none"> If appropriate and applicable, a secondary school operating a schoolwide program may use funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. [Section 1114(e)(1-2)] 		
Meets Expectations	Developing	Does Not Meet Expectations
The school operates dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. The effectiveness of these programs is regularly evaluated.	The school operates dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.	The school operates dual or concurrent enrollment programs.

ESSA Statute, Section 1114
Title I, Part A Schoolwide Programs



SEC. 1114. SCHOOLWIDE PROGRAMS

(a) IN GENERAL—

(1) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS—

(A) ELIGIBILITY —A local educational agency **MAY** consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION.—A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, **MAY** operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED—

(A) IN GENERAL—No school participating in a schoolwide program shall be required to identify—

- (i) particular children under this part as eligible to participate in a schoolwide program; or
- (ii) individual services as supplementary.

(B) SUPPLEMENTAL FUNDS—In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program **SHALL** use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS—

(A) EXEMPTION.—Except as provided in paragraph (2), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D),

or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS.—A school that chooses to use funds from such other programs **SHALL NOT BE RELIEVED** of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS.—A school that chooses to consolidate and use funds from different Federal programs under this section **SHALL NOT BE REQUIRED** to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

(b) SCHOOLWIDE PROGRAM PLAN—An eligible school operating a schoolwide program **SHALL** develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies **WILL**—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which **MAY** include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **MAY** include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to

earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) **PRESCHOOL PROGRAMS**—A school that operates a schoolwide program under this section **MAY** use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(d) **DELIVERY OF SERVICES**—The services of a schoolwide program under this section **MAY** be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) **USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**—

(1) **IN GENERAL**—A secondary school operating a schoolwide program under this section **MAY** use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) **FLEXIBILITY OF FUNDS**—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) **MAY** use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

