Title I, Part A Schoolwide

Program Plan Requirements and Rubric

About This Document

The Title I, Part A Schoolwide Program Plan Requirements, CNA/SAU Consolidated Plan Elements, and Rubric is designed to ensure a schoolwide plan is fully developed according to the requirements in section 1008 of Title I, Part A of the Every Student Succeeds Act. This document can be used as a template to develop a new plan or as a tool to evaluate an existing plan.

All schools must meet expectations in all categories for Title I: Schoolwide approval.

Statutory Requirements to Consider Before Developing a Schoolwide Plan

* 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 Title I, Part A funds, 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. [1008(a)(2)(B)]
* If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds 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). [1008(b)(5)]

District:

School:

Date of Submission:

Date of Approval:

Parent and Stakeholder Engagement

Regular Monitoring and Plan Revision

Comprehensive Needs Assessment

Schoolwide Plan Strategies - Multi-Tiered System of Intervention

TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS

|  |  |
| --- | --- |
| CNA/SAU Consolidated Plan Sections | Parent and Stakeholder EngagementSection 1: Planning Team Section 5: Family Engagement  |
| CNA/SAU Consolidated Plan Questions | 1a. List the names of people and programs represented in the development of this plan. (Each group should have at least one participant.)1b. Describe how the team members were selected including dates of meetings, topics discussed, and outcomes from each meeting. Acceptable documentation includes meeting minutes, attendance sheets, and action plan documents. 1c. Describe how the team will communicate with the school and community.5a. Describe how families are involved in the design, implementation, and evaluation of the school’s instructional program. Specifically address how you ensure the involvement of families with diverse perspectives, representative of your school population. 5b. Describe your data collection process for assessing school climate.  Identify how you understand the perceptions of students, staff, and families, as related to keeping students safe and healthy and improving their learning environments.5c. Describe the efforts made to increase awareness, acceptance, and integration of multilingual and multicultural students in the school community (if applicable).5d. Attach the required Title I building parent involvement policy and describe family activities that implement the policy.5e. Describe linkages to community based services and programs provided in partnership with the school.  |
| ESSA Statutory Requirements | 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. [1008(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. [1008(b)(4)]Each school must meet the requirements of Section 1008 of the 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. |
| 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. | The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community. | 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. |

|  |  |
| --- | --- |
| CNA/SAU Consolidated Plan Section(s) | Regular Monitoring and Plan RevisionSection 8: CoordinationSection 9: Evaluation and Re-Evaluation |
| CNA/SAU Consolidated Plan Questions | 8a. Describe how the program will coordinate with other programs such as Even Start, Head Start, or other preschool programs at the elementary level, or School-to-Work, Perkins, or other state programs at the secondary level.9a. Describe the process your planning team will use to annually evaluate progress towards reaching each of the identified goals.  Specify the evaluation process timeline and the method of reporting results to school staff, district administration, and families. |
| ESSA Statutory Requirements | 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. [1008(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. |

|  |  |
| --- | --- |
| CNA/SAU Consolidated Plan Section(s) | Comprehensive Needs AssessmentSection 2: Data and AnalysisSection 6: Accountability Section 7: English Learner Data Collection and Analysis (20 or more students) |
| CNA/SAU Consolidated Plan Questions | 2a. Describe your comprehensive needs assessment process, including your data sources. A robust comprehensive report will include multiple data sources that are triangulated and disaggregated. 2b. Describe how your school collects data, analyzes, and responds to student absenteeism, tardiness, and truancy. Consider whether there are any specific demographic, grade span, or other subgroups that have unusually high attendance issues.  Consider the outcomes of the attendance interventions your school employs.2c. Describe your data collection process for student behavior.  Identify procedures used to determine substantiated behavior. Delineate student behavior based on grade span (PreK-5, 6-8, 9-12) and describe instructional and environmental supports.2d. Describe your student disciplinary consequences in relation to the student code of conduct.   Identify positive and restorative interventions that are evidence-based.  2e. Describe any challenges or limitations that exist locally that hinder effective use of data and technology to both inform professional development and support student instruction.2f. Describe your findings in consultation with families, teachers, and students (surveys, interviews, focus groups, questionnaires).2g. Review your data on homeless students looking especially for trends in: age/grade, numbers of unaccompanied and runaway youth, preschool aged children, geographic patterns, stability of attendance, academic progress and graduation, and delays in enrollment. Attempt to verify that your students who have been identified as homeless are automatically connected to the supports for which they are eligible (e.g. school nutrition programs, Title IA programs) and that you are able to evaluate whether homeless students have full access to all opportunities the school provides.6a. Assessment, accountability, and communication chart 6b. Describe the procedures for measuring and reporting annual student progress.6c. Describe how assessment results are used to improve instructional practices schoolwide.6d. Explain how the school will provide individual assessment results to families.7a. Describe teachers’ process for assessing an EL’s progress toward English language proficiency (frequency, evaluation methods, and recording), both including and apart from ACCESS for ELLs 2.0.7b. Describe the school’s process for determining whether an individual student is making adequate yearly progress toward English language proficiency, as well as the interventions used if adequate yearly progress is not made.7c. Describe how an individualized program of service is determined for each EL.7d. Describe how content instruction is integrated into English language development so that ELs are able to attain grade-level standards while acquiring English.7e. Describe how language learning, multiculturalism, and the particular needs of immigrant and refugee students are integrated into professional development for all staff.7f. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing ESOL-endorsed instructional staff.7g. Describe how families of ELs are involved in the design, implementation, and evaluation of the school’s instructional program.7h. Describe the efforts made to ensure that families of ELs feel welcomed and valued as members of the school community and are empowered as advocates for ELs’ needs. Include an explanation of how translation and interpretation services are utilized for the benefit of families and how families are informed of their right to these services. 7i. Explain how the school provides ACCESS for ELLs 2.0 results to families. |
| ESSA Statutory Requirements | 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 Sate academic standards and any other factors as determined by the local educational agency. [1008(b)(7)] |
| 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. |

|  |  |
| --- | --- |
| CNA/SAU Consolidated Plan Section(s) | Schoolwide Plan Strategies - Multi-tiered System of InterventionSection 3: Professional PracticeSection 4: Personnel Policy and Procedures |
| CNA/SAU Consolidated Plan Questions | 3a. Describe teachers’ process for assessing student progress (frequency, evaluation methods, and recording). 3b. Describe teachers’ and instructional teams’ process for creating and maintaining individual instruction plans for students based on achievement data.3c. Describe the specific supplemental intervention and strategies that maintain the integrity of included programs to ensure the needs of the students targeted by those programs are being met. 3e. Articulate at minimum three clear, measurable, attainable, and timely goals you have created based on your needs assessment. Also, detail specific changes in the instructional program that you will implement in order to achieve said goals.  If you have identified areas beyond instruction such as counseling, aspirations, or other related services, please include those items here.3f. Describe how the district will carry out its plans for comprehensive interventions and supports and targeted interventions and supports. 3h. Describe how the SAU will improve strategies to facilitate effective transitions for students from middle school to high school, and from high school to post-secondary, such as coordination with institutions of higher education, employers, and other local partners and increased student access to early college, dual or concurrent enrollment opportunities or career counseling. 4a. Describe how professional learning for educators is aligned with classroom observations and teacher evaluations. 4b. How does professional learning coordinate with other professional development requirements and opportunities available district-wide, as aligned to the data analysis?4c. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing instructional staff.4d. Describe the district and school induction program to support newly hired teachers in their first year at the school, whether new to the field of teaching or experienced. 4e. Describe the school leader’s role in setting a clear vision and direction for the school while continuously elevating professional practice schoolwide.4f. Describe how leadership is distributed among lead teachers, instructional coaches, and additional personnel. 4g. Describe the role of the school leadership team in decision making pertaining to providing well-rounded curricula, evidence-based instructional practices, and impactful professional learning. 4h. Describe how the district will identify and address any disproportion that results in economically disadvantaged students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.  |
| ESSA Statutory Requirements | 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. [1008(b)(7)(A)]
 |
| 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. |
| Teachers consistently use developmentally, culturally, and linguistically appropriate instructional strategies informed by current research to raise student achievement for every student and close achievement gaps. | Teachers consistently use developmentally, culturally, and linguistically appropriate instructional strategies informed by current research to provide grade-level learning experience for a majority of students. | Teachers use instructional strategies which may or may not be developmentally, culturally, and linguistically appropriate and are not informed by research or are failing to raise student achievement and close achievement gaps. |
| 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 State standards. | The school has a process in place to identify students experiencing difficulty mastering State standards. | No process is in place to identify students who are experiencing difficult mastering State standards. |
| Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State 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. |
| School leadership routinely monitors classroom instruction and provides ongoing feedback to ensure teachers provide effective instruction.  | School leadership routinely monitors classroom instruction but does not always provide feedback or adequate follow-up monitoring to ensure effective instruction. | School leadership sporadically monitors classroom instruction and provides feedback. |
| All staff receives ongoing, job-embedded, evidence-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 receives training aligned with the school’s identified needs, to meet the needs of most students. | Most staff receives 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. |