



Title I, Part A Schoolwide Program Plan Requirements and Rubric

The Title I, Part A Schoolwide Program Plan Requirements and Rubric is designed to ensure a schoolwide plan 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 as a template to develop a new plan or as a tool to evaluate the development of an existing plan.

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. [1114(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). [1114(b)(5)]

TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS

1. Parent and Stakeholder Involvement

Question:

- Describe the process for involving stakeholders and how their input was used to develop the schoolwide plan.

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. [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 shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide



program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. 1116 (c)(3)

Parent and Stakeholder Involvement Rubric

Meets Expectations	Developing	Does Not Meet Expectations
<i>Specific strategies</i> 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 in a meaningful and ongoing manner throughout the development, implementation, monitoring, and evaluation of the 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, but involvement may be limited or not included in the monitoring of the 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.
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.	The Title I schoolwide plan is available in multiple languages and formats.	The Title I schoolwide plan is posted in English on the school's website.

2. Regular Monitoring and Plan Revision

Question:

- 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.

Statutory Requirements:



- 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)]

Regular Monitoring and Plan Revision Rubric

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 include regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to strategies or implementation of strategies 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 and make any necessary adjustments in strategies or implementation of strategies to increase student performance.	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

Question:

- 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 groups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

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 State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

Comprehensive Needs Assessment Rubric

Meets Expectations	Developing	Does Not Meet Expectations
Includes a variety of data , including performance (e.g., local and state student assessment data) and student engagement data (e.g., student attendance), perception data (e.g. parent and student surveys) and school system processes (e.g., diagnostic review) to form a complete and accurate representation of the school's comprehensive needs .	Includes some data gathered from a limited number of sources to form an incomplete representation of the school's comprehensive needs.	Little to no data is gathered providing an inaccurate representation of the school's comprehensive needs.
Includes detailed analysis of performance, student engagement, and other data for all students and disaggregated for student groups identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners), as applicable for the school.	Includes some analysis of performance or student engagement data for a portion of the student groups 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 any student groups identified in 1111(c)(2).
The CNA is conducted in a manner that identifies student, teacher, school and community strengths and needs .	Provides an incomplete description of student, teacher, school and community strengths and/or needs.	Provides little to no description of needs.
The CNA identifies a manageable number of priorities (recommended one or two priorities), at the right level of magnitude and aligned with the needs assessment, for school improvement.	The CNA has too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.	The CNA does not clearly provide priorities that will lead to positive, measurable results.
If the school is continuing activities from the previous year, local evidence shows continuous improvement for all students, particularly those not yet meeting standards.	If the school is continuing activities from the previous year, limited evidence demonstrates improvement for students, particularly those not yet meeting standards.	The school has not examined local evidence from previous year, or there is little to no evidence that demonstrates improvement, particularly those not yet meeting standards.

4. Schoolwide Plan Activities

Question:

- Describe the strategies the school will use to upgrade the entire educational program in order 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 and address** the areas identified in the comprehensive needs assessment.



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. [1114(b)(7)(A)(iii)]

Examples

- Example uses of funds for schoolwide programs can be found on the [Title I, Part A Schoolwide Programs webpage](#).

Schoolwide Plan Activities Rubric

Meets Expectations	Developing	Does Not Meet Expectations
Strategies provide a detailed, enriched, and accelerated curriculum, and supports and services needed to meet the academic and linguistic needs of every student, including those represented in all student groups within the school.	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.
Evidence-based strategies are selected to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning.	Strategies address some findings of the comprehensive needs assessment but may not result in significant improvements in student learning.	Strategies may be purposefully selected 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 difficulty mastering the State’s standards.
The school implements a comprehensive and coherent approach to meet the needs of all students , including students who are non-English-speaking and/or who have limited English proficiency .	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.	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.
The school provides multiple opportunities and interventions for students not yet meeting standards using a system that includes at least three tiers: best first instruction, Tier II (targeted), and Tier III (intensive) .	The school provides some supports for students not yet meeting standards; however, the system is not well-defined or not fully implemented.	The school does not have well-developed and implemented system of multiple tiers of support for students not yet meeting standards.



<p>The school has a process to provide integrated supplemental supports (e.g., Title I, ESL, Special Education) as part of the tiered intervention process to ensure that all students are served based on their needs.</p>	<p>g. The school has a process to provide supports (e.g., Title I, ESL, Special Education) as part of the tiered intervention process, however the programs may not be well integrated.</p>	<p>There is little collaboration between the general education program and support programs (e.g., Title I, ESL, Special Education) to meet student needs.</p>
<p>The school uses clear criteria and processes for making decisions regarding length of student participation in tiered supports.</p>	<p>The process for determining the length of time for student participation in tiered supports may be inconsistent across the school (grade levels, programs).</p>	<p>The process for determining the length of time for student participation in tiered supports is undefined.</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>

TITLE I-A SCHOOLWIDE PROGRAM PLAN – OTHER CONSIDERATIONS

Schoolwide programs can be designed in a manner that meets a variety of student needs, including but not limited to:

- Early childhood and Head Start Programs
- School-based mental health
- Post-Secondary Workforce Readiness, including Career and Technical Education and concurrent enrollment
- Schoolwide tiered supports for behavioral intervention
- Transition from preschool to kindergarten

For additional information on possible uses of funds based of the school’s Comprehensive Needs Assessment, visit the [Title I, Part A Schoolwide Programs webpage](#).