About This Document

Title I, Part A Schoolwide

Program Plan Requirements

The Title I Schoolwide template is designed to ensure a schoolwide plan meets the 10 requirements in section 1114 of TitleI, Part A of the Elementary and Secondary Education Act.

**TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS**

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| **1. Comprehensive Needs Assessment** | |
| A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). | |
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| Provide the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used, and the school, district staff and external stakeholders, such as families and community members, involved in the process. The results of the comprehensive needs assessment will serve as a rationale for the activities described in many of the other nine schoolwide requirements. | Funding Sources (if applicable) |

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| **2. Schoolwide reform strategies** | |
| The Schoolwide plan must include schoolwide reform strategies that:  (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);  (ii) use effective methods and instructional strategies that are based on scientifically based research that —  (I) strengthen the core academic program in the school;  (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and  (III) include strategies for meeting the educational needs of historically underserved populations;  (iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.  [1114(b)(1)(A),(B),(I)] | |
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| Provide a description of how and when the reform strategies will be implemented. Be sure that these are linked back to identified needs in the comprehensive needs assessment. | Funding Sources (if applicable) |

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| **3. Instruction by Highly Qualified Teachers** | |
| All core content teachers must be highly qualitied. [1114(b)(1)(C)] | |
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| Describe the process used to ensure that only highly qualified staff are hired for core content areas. Paraprofessionals must also meet the highly qualified requirements. | Funding Sources (if applicable) |

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| **4. High-Quality, Ongoing Professional Development** | |
| In accordance with section 1119 and subsection (a)(4), identify the high-quality and ongoing professional development for teachers, principals, and paraprofessionals and if, appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. (Section 1114(b)(1)(D) | |
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| Describe the professional development needed and link this back to identified needs in the comprehensive needs assessment. | Funding Sources (if applicable) |
| **5. Recruitment and Retention of Highly Qualified Teachers** | |
| Identify the school’s strategies to attract and retain effective, highly qualified teachers in the Instructional program and in the school as a whole. [1114(b)(1)(E)]  Identify the practice the district maintains to assist schools in effectively recruiting and retaining highly qualified educators, including specialists in core academic subjects, principals, and pupil services personnel; for example: providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach in academic subjects and schools in which there exists a shortage of highly qualified teachers. | |
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| Describe the strategies used to attract and retain effective, highly qualified teachers. If this was identified in the comprehensive needs assessment, be sure to reference this need. | Funding Sources (if applicable) |

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| **6. Parent Involvement** | |
| Strategies to increase parental involvement in accordance with section 1118, such as family literary services. 1114(b)(1)(F)   * A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan. * A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—   + Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and   Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by §200.2. | |
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| Describe how, when, and where this requirement is met. | Funding Sources (if applicable) |

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| **7. Coordination with Early Childhood Programs** | |
| Identify how the program is coordinated with early childhood programs (Head Start, Even Start, Colorado Preschool Program), with an emphasis on the transition between early childhood programs and elementary school programs. [1114(b)(1)(G)  Assessment data (Teaching Strategies GOLD, High Scope COR) should facilitate the transition between early childhood programs and elementary school programs. The transfer of data and knowledge (Result Matter System) could be accessed and utilized by staff in designing an effective instructional program. | |
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| Describe the coordination that occurs between the elementary school and early childhood programs. | Funding Sources (if applicable) |

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| **8. Teacher involvement in assessments decisions** | |
| Identify the measures the school has in place to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3), in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. [(1114(b)(1)(E)]  Include teachers in professional development activities regarding the use of academic assessments described in §200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.  CFR 200.28 | |
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| Describe how teachers are involved in decisions about the academic assessments used to inform and improve the instructional program. | Funding Sources (if applicable) |

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| **9. Additional Timely Assistance** | |
| A schoolwide program must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to--  (1) Ensure that those students’ difficulties are identified on a timely basis; and  (2) Provide sufficient information on which to base effective assistance to those students. | |
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| Describe the additional timely assistance for students not yet proficient, being sure to link this back to identified needs in the comprehensive needs assessment. For example, if the needs assessment identified a particular subgroup of students that continue to struggle, one would expect to see them identified here, along with the supports to be provided. | Funding Sources (if applicable) |

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| **10. Coordination with Federal, State and Local Services** | |
| Describe how the program is coordinated and aligned with federal, state and other local services and programs, with particular focus on other NCLB Title programs (e.g. Title I-A, Title I-C, Title II, Title III, and other competitive grant programs). [1114(b)(1)(J)] | |
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| Describe how this happens | Funding Sources (if applicable) |

**This next section describes how the Title I Schoolwide Plan must be developed. The manner in which this must happen is covered both in statute and in regulations but is not required to be in the school’s Title I Schoolwide plan. Rather, the school must maintain documentation that these occurred, and the matrix below is one way to do it.**

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| **Title I-A Schoolwide Program Plan Development (Optional to include this section in the schoolwide plan, but activities are required.)** | |
| 1. Describe how the plan 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, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school. [1114(b)(2)(B)(ii)] | |
|  | Funding Sources (if applicable) |
| 2. 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.  This evaluation will 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  the school should revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. [34 CRF 200.26] | |
|  | Funding Sources (if applicable) |