



# GUIDANCE FOR THE ESSA SCHOOLWIDE PLAN VERIFICATION WORKSHEET AND ASSURANCES

## FOR TITLE I SCHOOLS THAT OPERATE SCHOOLWIDE PROGRAMS<sup>1</sup>

### ESSA SCHOOLWIDE PLAN REQUIREMENTS

#### A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan that

- describes the strategies the school will implement to address school needs,
- describes how the strategies will:
  - » provide opportunities for all children, including each accountability subgroup, to meet state 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,
  - » address the needs of all children in the school, but particularly the needs of those at risk of not meeting Louisiana’s challenging academic standards,<sup>2</sup> and
- if applicable, lists any federal, state or local funding sources the school consolidates with Title I to support the schoolwide program.<sup>3,4</sup>

The plan must be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing, or are at risk of failing, to meet state standards, and any other factors as determined by the local educational agency (LEA).<sup>5</sup>

#### The plan must be developed

- during a 1-year period for schools not already operating schoolwide programs, unless the LEA determines in consultation with the school that less time is needed to develop and implement the schoolwide program,<sup>6</sup>
- with the involvement of key stakeholders,<sup>7</sup> and
- in coordination and integration with other federal, state, and local services, resources, and programs, if appropriate, such as programs supported under ESSA, 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.<sup>8</sup>

#### The schoolwide plan

- remains in effect for the duration of the school’s participation in Title I, except that schools must regularly monitor and revise their plan and implementation as necessary based on student needs to ensure that all students are provided opportunities to meet state standards<sup>9</sup> and
- must be available to the LEA, parents, and the public, and the information contained in the plan should be understandable to the extent practical.<sup>10</sup>

The Louisiana Department of Education recognizes schools engage in a variety of planning processes. LEAs also develop plans for their schools, including through the Super App. These planning processes may satisfy, or at a minimum inform, the schoolwide plan requirements listed above and can be reflected in the Title I Part A Schoolwide Plan Verification Worksheet.

1 Schools that receive Title I, Part A funds must design and implement programs to support eligible students using one of two program models: (1) a schoolwide program or (2) a targeted assistance program. Schools operating a schoolwide program can use Title I funds to upgrade their entire educational program, and all students are eligible to participate in Title I-funded activities. A school must have at least 40 percent poverty, or a waiver of that poverty threshold from LDOE, to operate a schoolwide program. (ESSA, Section 1114) By contrast, schools operating a targeted assistance program must use Title I funds to help educationally-disadvantaged students meet state standards. Students are eligible to participate in Title I-funded activities if they: (1) are failing, or at risk of failing, to meet state standards, (2) participated in certain federally-funded preschool programs, (3) received services under the Migrant Education Program, (4) are in a local institution for neglected or delinquent children or are attending a community day program, or (5) are homeless. (ESSA, Section 1115)

2 Schools operating schoolwide programs have many options for addressing student needs. Activities could include counseling, school-based mental health programs, specialized instructional support services, mentoring services, CTE programs, advanced coursework, dual or concurrent enrollment, early college high schools, behavior supports and early intervention services, professional development for school staff, assisting preschool children transition to elementary school, or preschool programs among others.

3 ESSA, Section 1114(b).

4 Schools that operate a schoolwide program have the option to “consolidate” their Title I funds with other federal, state, and local funds. Consolidation permits schools to spend non-Title I funds flexibly. Title I funds may be spent flexibly in a schoolwide program regardless of whether the school consolidates funds or not.

5 ESSA, Section 1114(b)(6).

6 ESSA, Section 1114(b)(1).

7 ESSA, Section 1114(b)(2). ESSA specifies parents and other members of the community and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, tribes and tribal organizations (to the extent feasible), 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.

8 ESSA, Section 1114(b)(5).

9 ESSA, Section 1114(b)(3).

10 ESSA, Section 1114(b)(4).