Title I Schoolwide Plan Requirements

# Purpose

This document describes the required components of a Title I Schoolwide Plan. Under Section 1114 of the Elementary and Secondary Education Act, each school that operates a Schoolwide Program under Title I Part A must develop and maintain a plan that meets all criteria.

* Schools may consider their individual Continuous Improvement Plans, or other school-specific local plans, their Schoolwide Plans if these plans meet all requirements described below. Schools may also choose to develop separate Schoolwide Plans using the Title I Schoolwide Plan Template provided by the Vermont Agency of Education.
* LEAs are not required to submit Schoolwide Plans to the Consolidated Federal Programs (CFP) team as part of the CFP application process. However, they should be prepared to demonstrate compliance with all Title I Schoolwide Plan requirements when monitored or audited.

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| **Title I Schoolwide Plan Requirement** | **Met** | **Not Met** |
| **Parent and Stakeholder Involvement –** ESEA Section 1114(b)(2) |  |  |
| The Schoolwide 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, 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.  |  |  |
| **Comprehensive Needs Assessment –** ESEA Section 1114(b)(6) |  |  |
| The Schoolwide Plan 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 them. |  |  |
| **Schoolwide Plan Strategies –** ESEA Section 1114(b)(7)(A)The Schoolwide Plan describes the reform strategies the school will implement to meet identified needs, including a description of how such strategies will: |  |  |
| Provide opportunities for all children, including all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners) to meet the State’s challenging academic standards. |  |  |
| Include methods and instructional strategies to strengthen the school’s academic program, 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 the challenging State academic standards. |  |  |
| **Evaluation and Revision—**34 CFR § 200.26(c), ESEA Section 1114(b)(3)A school operating a Schoolwide Program must: |  |  |
| Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. |  |  |
| Describe how the Schoolwide plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. |  |  |
| **Other Requirements–** ESEA Section 1114(b)(3-5)The Schoolwide Plan must be: |  |  |
| In effect for the duration of the school’s participation under this part and 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. |  |  |
| 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.  |  |  |
| 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 ESEA Section 1111 (d), if appropriate and applicable. |  |  |