

Title I, Part A Schoolwide Plan Template

Purpose and Directions

A comprehensive Title I schoolwide plan assists students in meeting Utah State Standards and guides systematic improvement. The Every Student Succeeds Act (ESSA) includes four required components for schoolwide plans (Section 1114-Schoolwide). Schools should revise their Title I, Part A Schoolwide Plans to include these new requirements. USBE developed this plan template as an optional tool. It aligns the four components with reform strategies to help improve student outcomes. Though this specific template is not required, it is strongly encouraged.

After your school establishes a schoolwide planning team, review the four components of the schoolwide plan template. Apply the plan, do, study, act improvement cycle to **each** of the components annually to build and update your schoolwide plan. *For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).*

Plan Do Study Act

Plan: Identify purpose, desired outcomes, and success criteria

- Engage key stakeholders in the planning process. (*e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator*)
- Collect and review academic and non-academic data (*e.g. achievement data, demographic data, perceptual data, contextual data*).
- Collect and review best practices.
- Analyze and evaluate Tier I core instruction, tiered support model, data-based decision making, school climate, systems support, implementation of best practices.
- Determine how progress will be measured on a regular basis.

Do: Implement intended outcomes

- Develop the plan with goals and objectives in S.M.A.R.T. Goal format (*Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound*) to articulate both the evidence supporting the strategy and measurable outcomes for students and educators.
- Provide training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect and review data.
- Observe and seek feedback on the process.

Study: Reflect on implementation of intended plan and student outcomes

- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?

Act: Identify action steps to make adjustments to the original plan

- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?

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Utah Title I Schoolwide Planning Template

Part A: General Information

School Name _____ **LEA Name** _____

Title I Schoolwide Planning Team	Name	Signature
Principal	_____	_____
Title I facilitator or coordinator	_____	_____
Faculty member	_____	_____
Faculty member	_____	_____
Faculty member	_____	_____
Parent representative	_____	_____
Parent representative	_____	_____
Parent representative	_____	_____
Community/business representative	_____	_____

Schoolwide Title I plans must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

LEA Title I Director _____ **Signature** _____ **Date** _____

Principal _____ **Signature** _____ **Date** _____

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Component One – Needs Assessment

The comprehensive needs assessment directs a school to collect and analyze student data. This process identifies the school's strengths and weaknesses that affect student performance. It also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family engagement, school culture and climate, and staffing.

A needs assessment includes outcomes and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and school priorities and concerns.

Guidance from U. S. Department of Education: [Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](#).

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English language learners?
- To what extent are discipline issues affecting students?
- What is the level of family and community support and engagement at the school?
- What does the data say about the success of students transitioning into and out of your school?
- What areas of concern were identified on the needs assessment from the following?:
 - Family Engagement
 - Transitions Between Grades and/or Schools
 - Technology
 - Professional Development
 - Schoolwide Tiered Models of Instruction
 - Behavior and Discipline
 - Well Rounded Education
 - Secondary Education Program Needs

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Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	
Graduation rates (high schools)	
Demographic data	
School climate	
Course-taking patterns (secondary)	
Teacher qualifications	
Instructional practices	
College entrance testing	
Other data determined by the school	

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Component Two—Schoolwide Reform Strategies

Schoolwide Title I programs must have a schoolwide focus. ESSA includes a focus on a well-rounded education. Schoolwide programs should focus on supporting all students within the school.

There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Identify and describe the evidence-based schoolwide reform goals and strategies, aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Outline staffing plans, professional development strategies, and intended outcomes.

The plan must show how you will increase the quantity and quality of learning. This includes detailing specific programs and activities.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

Does the plan's schoolwide reform process:

- Consider a well-rounded education (ESSA Section: 8102 (52))? How are literacy, science, government, engineering, the arts, and mathematics being addressed?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students who need more challenging curriculum and instruction as well as those who are struggling?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school has been identified for improvement under State (Turnaround) or Federal (Title I) requirements, how do your strategies incorporate evidence-based practices to improve performance?

Please duplicate the form on the following page as needed for each goal.

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Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SMART Goal	
Strategies	
Evidence-Based Research Support	
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	
Professional Development to Support Strategies	
Timeline	
Responsible Parties	
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	

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Component Three—Activities to Ensure Mastery

A schoolwide plan upgrades the entire school's program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out.

Schools may choose to meet the academic and non-academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- Preschool transition support
- Professional development for staff
- Intensive academic support for students

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

- How does the plan support the most at-risk students in the school?
- What strategies and programs will be implemented to help at-risk students remain or get back on track?
- What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?
- Does the plan ensure the school meets students' academic and non-academic needs?
- Does the plan incorporate a wide range of strategies, programs, and activities, including:
 - Counseling and mental health support
 - College and career readiness
 - Tiered behavioral support
 - AP & International Baccalaureate courses
 - Preschool transition support
 - Professional development for staff
 - Intensive academic support to students

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Goals and Strategies to Address Supports for Most At-risk Students

Complete one page for each goal.

SMART Goals directly related to the results of the comprehensive needs assessment and tied to Utah State Standards

SMART Goal	
Strategies	
Evidence-Based Research Support	
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	
Professional Development to Support Strategies	
Timeline	
Responsible Parties	
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	

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Component Four—Coordination and Integration

The schoolwide plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If the school has been identified for improvement, make sure the plan addresses school improvement efforts and additional school improvement funds.

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance—September 2016.](#)

[Title I, Part A Template – Combining Funds](#)

Guiding Questions

- How will the school leverage funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan leverage funding streams to connect the reform strategies developed?
- Does the plan outline how the school will meet the intents and purposes of each program?
- Does the plan outline how funds from Title I, Part A and other state and federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- If the school has been identified for improvement:
 - Does the plan include school improvement funds?
 - How are the Title I schoolwide funds being leveraged to support school improvement efforts?

TITLE I, PART A SCHOOLWIDE PLAN	
Name of LEA and School: Click or tap here to enter text.	Date: Click or tap here to enter text.
Mission Click or tap here to enter text.	Vision Click or tap here to enter text.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.
COMPONENT #4: COORDINATION AND INTERGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.

Sample Plan Illustrating How to Combine Funds in Schoolwide Plan

This is not the only set of program funds that may be combined to achieve the school’s overall goals.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$1,719,026	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>State education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
Title I, Part A	\$269,477	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title III	\$17,855	<p>To ensure that students who are English learners, including immigrant children and youth, and refugees develop English proficiency and meet the same academic content and achievement standards that other students are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help English learners achieve these standards.</p>
Trust Lands	\$32,000	Funds are used to address specific needs at the school with the input of the School Community Council.
Total	\$2,038,358	

