

EVERY STUDENT SUCCEEDS ACT (ESSA) PUBLIC LAW 114-95  
TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) PLAN

**School Name:**

**LEA Name:**

**Date:**

**Select One:**

**Initial Plan**

**Plan Revision:**

A comprehensive Title I schoolwide program plan must be developed or revised with the meaningful involvement of parents, other members of the community, and individuals who will carry out the implementation of the plan, including teachers, principals, other school leaders, paraprofessionals, the local educational agency (LEA), and to the extent feasible, tribes and tribal organizations present in the school community. If the plan is for a secondary school, students should be involved. If appropriate, specialized instructional support personnel, technical assistance providers, school support staff, and other individuals selected by the school may be involved in the plan development (Section 1114(b)(2)).

<b>Title I Schoolwide Planning Team</b>	<b>Name</b>	<b>Signature</b>
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Principal

LEA Title I Director

Faculty Member

Faculty Member

Faculty Member

Parent

Parent

Parent

Community Member

Paraprofessional, if applicable

Tribal Member, if applicable

Secondary Student, if applicable

I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

LEA Title I Director (name)

Signature

Date

Principal (name)

Signature

Date

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TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) PLAN

A comprehensive Title I schoolwide plan is designed to assist students in meeting Utah State Standards and guides ongoing systematic improvement. The Every Student Succeeds Act (ESSA) includes four required components for schoolwide plans (Section 1114 (b)(6) Schoolwide). Schools that were operating schoolwide plans under the *No Child Left Behind Act (NCLB) of 2001* should revise their Title I, Part A Schoolwide Plans to include the new requirements under the *Every Student Succeeds Act (ESSA) of 2015*.

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 required schoolwide planning team, review the four components of the schoolwide plan template. These include: (1) A Comprehensive Needs Assessment, (2) Schoolwide Reform Strategies, (3) Activities to Ensure Mastery, and (4) Coordination and Integration.

As you develop the schoolwide plan for your school, use the Plan, Do, Study, Act improvement cycle described on page seven. You should review and update the schoolwide plan on an annual basis to ensure it meets the needs of students.

Please review the following guidance documents from the U. S. Department of Education prior to and during the development of a schoolwide Title I plan:

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program – September 2016](#)

[Using Evidence to Support Education Investments – September 2016](#)

## Component One – Needs Assessment §1114(b)(6)

Schools implementing a schoolwide Title I program must conduct a comprehensive needs assessment of the entire school. The needs assessment takes into account information on the academic achievement of students in relation to the State’s challenging academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the academic standards and any other factors as determined by the local educational agency.

The comprehensive needs assessment is a systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school that affect student performance. The key is identifying student needs through a variety of information-gathering techniques. Thus collecting and analyzing student data in relation to challenging State academic standards. The needs assessment 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 academic standards.

In its needs assessment, schools must describe students’ demographics, levels of achievement, family engagement, school culture and climate, and staffing. A data analysis summary must be included, which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students

A needs assessment includes measureable 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 the LEA’s and the school’s priorities.

### 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 learners?
- To what extent are discipline issues affecting students?
- What is the level of family and community engagement at the school?
- What does the data say about the success of students transitioning into and out of your school?
- What concerns identified on the needs assessment are from the following areas?
  - Student Proficiency and Growth in Academic Areas
  - Gaps Between Student Groups
  - Transitions Between Grades and/or Schools
  - Professional Development
  - Schoolwide Tiered Models of Instruction
  - Parent and Family Engagement
  - Behavior and Discipline
  - Well-Rounded Education
  - Secondary Education Program Needs

## Component Two—Schoolwide Reform Strategies §1114(b)(7)(A)(i)-(ii)

Schoolwide Title I programs must have a schoolwide focus. Schoolwide programs should focus on supporting all students within the school, including each disaggregated student group, in meeting the challenging state academic standards. ESSA includes a focus on a well-rounded education. There are several ways to ensure the plan addresses a schoolwide focus:

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

ESSA requires the implementation of evidence-based activities, strategies, or interventions (Section 8101 (21)(A)). Identify and describe the evidence-based schoolwide reform goals and strategies, directly 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. Provide information on how the selected evidence-based strategies will increase student achievement in underperforming disaggregated student groups. Describe how the reform strategies will be evaluated for effectiveness.

Outline staffing plans, professional development strategies, and intended measureable outcomes. The plan must show how you will increase the quality and quantity of learning. This includes detailing specific programs and activities that meet the evidence requirements under the ESSA. The following guidance document from the U. S. Department of Education provides information about the levels of research evidence required:

[Using Evidence to Support Education Investments Guidance – September 2016](#)

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

The following resources may assist in reviewing and identifying evidence-based practices, strategies, and interventions:

- [Evidence for ESSA](#) - developed by Johns Hopkins University (categorized in ESSA evidence tiers; currently includes reading and mathematics but will soon include science, writing, and behavior interventions)
- [RAND report on school leadership interventions under ESSA](#) - (categorized in ESSA evidence tiers)
- [An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement](#) – developed by the Florida Center on Reading Research
- [What Works Clearinghouse](#) - developed by the U. S. Department of Education's Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included meet the most rigorous evidence criteria)
- [Results First Clearinghouse Database](#) - developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#) - developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Using Evidence to Create Next Generation High Schools](#) - developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#) - developed by the Every Student Graduates Center at Johns Hopkins University
- [Results for America Evidence in Education Lab](#)
- [Center on School Turnaround at WestEd/](#)

### Guiding Questions

Does the plan's schoolwide reform process:

- Consider a well-rounded education (ESSA Section: 8102 (52))?
  - Does the plan address English, reading, writing, science, technology, engineering, mathematics, civics and government, economics, the arts, history, government, engineering, health and other subjects?
- 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?
- Were staffing plans, recruitment and retention of teachers, and professional learning strategies addressed?
- Outline strategies to improve academics for all students?
- Does the plan detail 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 (School Turnaround) or Federal (Title I) requirements how do the strategies in the schoolwide Title I plan incorporate evidence-based practices to improve performance?

## Component Three—Activities to Ensure Mastery §1114(b)(7)(iii)

A schoolwide plan upgrades the entire school 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 non-academic needs in addition to the academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including:

- Counseling
- School-based mental health support
- Specialized instructional support services
- Mentoring
- College and career readiness (e.g., AP, IB, dual or concurrent enrollment)
- Tiered behavioral support
- Early intervening services coordinated with services under IDEA
- Preschool transition support to elementary school
- Professional learning opportunities for teachers, paraprofessionals, and staff to improve instruction
- Professional learning opportunities for teachers, paraprofessionals, and staff on use of data
- Intensive academic support for students
- Recruitment and retention of effective teachers

Guidance documents:

[Using Evidence to Support Education Investments Guidance – September 2016](#)

[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 key skills?
- 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 school-based mental health support
  - Access to college and career readiness courses for secondary students
  - Tiered behavioral support
  - Preschool transition support
  - Professional development for staff
  - Intensive academic support to students

## Component Four—Coordination and Integration §1114(b)(7)(B)

The schoolwide Title I 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 leverage under the plan. If the school is in improvement under State Turnaround or Title I, ensure the plan addresses school improvement efforts and any additional school improvement funds received.

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

### Guiding Questions

- How does the plan leverage resources (i.e., fiscal, human, time) to improve student outcomes?
- How will the school coordinate funds from federal, state, and local sources to improve the schoolwide plan?
- Does the plan 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 funding source?
- Does the plan outline how funds from Title I 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?

**For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).**

## Plan Do Study Act Cycle

### **Plan: Identify purpose, desired outcomes, and success criteria**

- Engage key stakeholders in the planning process. (e.g. teachers who lead instructional teams, special educators, English language development teachers, parents representing the diversity of student body, principal, administrator from “feeder pattern” school, district administrator, tribal representative if applicable), secondary students if applicable)
- Collect and review academic and non-academic data (e.g. achievement, demographics, surveys, attendance, discipline, etc.).
- Identify and review evidence-based practices.
- Analyze and evaluate Tier I core instruction, tiered instructional support, data-based decision-making, school climate, systems support, and implementation of best practices.
- Determine how to measure progress on a regular basis.

### **Do: Implement intended outcomes**

- Develop the plan with goals 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 the measurable outcomes for students and educators.
- Provide professional development as needed.
- Provide coaching to support instructional staff in effectively implementing new practices.
- Document the 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 were made to the plan along the way?
- Does the data gathered support staff assumptions about strengths and needs?
- Are there information gaps? Are there implementation 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?

**Comprehensive Needs Assessment**

ESSA Sec. 1114(b)(6)

Schoolwide Title I schools must conduct a comprehensive needs assessment of the entire school, based on information about the performance of students in relation to Utah’s academic State Core Standards. Quality needs assessments include multiple sources of both quantitative and qualitative data. Sources include:

Student achievement trends, including both proficiency and growth in core academic subjects	
Graduation rates (high schools)	
Demographic data	
School climate	
Course-taking patterns (secondary)	
Teacher and paraprofessional qualifications	
Instructional practices	
College entrance testing	
Other data determined by the school	

*Example of Braiding Funds in a Schoolwide Title I Program*

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

*Example of Braiding Funds in a Schoolwide Title I Program*

This is only one example. It does not represent the only set of program funds that could be braided to achieve the overall goals of the school.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
<b>State Education Funding</b>	\$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. Funds are used to provide salaries and benefits for classroom teachers, textbooks, supplies, equipment, technology, staff development, and substitutes.</p>
<b>Title I</b>	\$269,477	<p>To provide all children significant opportunity to receive a fair, equitable, and high quality, well-rounded education, and to close educational achievement gaps.</p> <p>Funds supplement state and local funds to ensure students from low-income families have equitable access and additional support to meet the state's academic standards.</p>
<b>Title III</b>	\$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 development instruction programs designed to help English learners achieve these standards.</p>
<b>Trust Lands</b>	\$32,000	Funds are used to address specific needs at the school with the input of the School Community Council.
<b>Total</b>	<b>\$2,038,358</b>	

