 Consolidation of Funds Budget Approval Checklist

Schoolwide Plans, Intent and Purpose, Fund 150 Allocations

All components of the schoolwide program plan required under statute, regulations and non-regulatory guidance must be addressed. Those areas marked ‘Revision Requested’ need additional development. The GaDOE staff requesting revision will provide technical assistance.

Local Education Agency (LEA): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of GaDOE Staff Reviewing: \_\_\_\_\_\_\_\_\_

Program Reviewed: Title IVA Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Approved** | **Revision Requested** | **Schoolwide Plan – LEA Selected Sample** | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  |  | **Select the program(s) this school is consolidating.** | | | | | | | | | | | | | | | | | | | | | | | | | |
| IA | 1003(a) | | | | PFE | | | | IIIA (EL) | | | | IIA | | | | IVB | | | | 611 | | | MV | |
| IC | 1003(g) | | | | ID | | | | IIIA (Imm.) | | | | IVA | | | | VB | | | | 619 | | | Other | |
|  | | 1. **Comprehensive Needs Assessment – Section 1114(b)(6)** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All programs – subgroups should be evident)**   1. 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 the challenging State academic standards and any other factors as determined by the local educational agency; | | | | | | | | | | | | | | | | | | | | | | | | | |
| **For GaDOE Review: Are the needs of each consolidated program addressed?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| IA | 1003(a) | | | | PFE | | | | IIIA (EL) | | | | IIA | | | IVB | | | | | 611 | | | MV | |
| IC | 1003(g) | | | | ID | | | | IIIA (Imm.) | | | | IVA | | | VB | | | | | 619 | | | Other | |
|  | | 1. **Schoolwide Plan Development– Section 1114(b)(1-5)** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All programs – verify current)**   1. Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section; | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All programs – verify involvement)**   1. 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;  *(These stakeholders are required at school level. Best practice is to include all LEA required and impacted stakeholders that also apply at the school level.)* | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All programs – verify supports for monitoring program implementation)**   1. Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall 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. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(FY21 All programs – includes statement as to where available)**   1. Is available to the state education agency, 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. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | 1. **Schoolwide Reform Strategies– Section 1114(b)(7)(A)(i-iii)** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | 1. The strategies the school will be implementing to address school needs, including a description of how such strategies will | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Provide opportunities for all children, including the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **For GaDOE Review: Are the needs of the subgroups for consolidated programs addressed?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| ED | | Minority | | | | Migrant | | | | Homeless | | | | Foster | | | | N&D | | | | EL | | SWD | |
|  |  | 1. 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; | | | | | | | | | | | | | | | | | | | | | | | | | |
| **For GaDOE Review: Are there strategies that address each consolidated program?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| IA | 1003(a) | | | | PFE | | | | IIIA (EL) | | | | IIA | | | IVB | | | | | 611 | | | MV | |
| IC | 1003(g) | | | | ID | | | | IIIA (Imm.) | | | | IVA | | | VB | | | | | 619 | | | Other | |
|  |  | 1. 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, through activities which **MAY** include *(but are not limited to)-* | | | | | | | | | | | | | | | | | | | | | | | | | |
| I). counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; | | | | | | | | | | | | | | | | | | | | | | | | | |
| II). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school); | | | | | | | | | | | | | | | | | | | | | | | | | |
| III). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.); | | | | | | | | | | | | | | | | | | | | | | | | | |
| IV). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; | | | | | | | | | | | | | | | | | | | | | | | | | |
| V). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **For GaDOE Review: Do the activities address the needs of the following subgroups of students? Do activities reflect all application components of discretionary (competitive) grant requirements and statutory requirements for Migrant and IDEA?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | ED | | | Minority | | | | Migrant | | | Homeless | | | | Foster | | | | N&D | | | | EL | | SWD |
| 1003A | | | 1003g | | | | McKinney-Vento | | | | | IVB 21st CLCC | | | | | | | | Migrant | | | | IDEA | |
|  | | 1. **ESSA Requirements to Include in the Schoolwide Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(Title I – Refer to the School Parent and Family Engagement Policy)**   1. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Section 1112(b)(7), and Section 1112(e)(3)(C) for parents of English Learners. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(Title I)**   1. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable - | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Through coordination with institutions of higher education, employers, and other local partners; and | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Section 1112(b)(10) | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | 1. **Evaluation of the Schoolwide Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs – verify methodology for monitoring effectiveness)**   1. Annually evaluating the schoolwide plan, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)). | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | 1. **Intent and Purpose Statement(s) – LEA Selected Sample** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. The intent and purpose statement(s) cover all purposes required by law. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. The intent and purpose statement(s) align with the corresponding schoolwide plans. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | 1. **Fund 150 Budget Allocations Attachment** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. Fund 150 Budget allocations align with statutory requirements and includes all funding sources for all district school (consolidated and not – consolidating) | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | 1. **Fund 150 Budget (New Cohort LEAs Only) – LEA Selected Sample** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. The Fund 150 Budget allocations align with statutory requirements | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. The Fund 150 budget is completed to the function and object level. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. The amount budgeted in the Fund 150 budget matches the total allocations. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | **(All Programs)**   1. The function and object codes in the Fund 150 budget should support the activities proposed in the schoolwide plan and intent and purpose statements. | | | | | | | | | | | | | | | | | | | | | | | | | |

Feedback on SWP revision requests:

**Program Key**

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| --- | --- | --- | --- |
| IA | Title I, Part A (Improving Basic Programs) | IIIIA (Imm.) | Title III, Part A (Immigrant Students) |
| 1003A | School Improvement (Direct Services) | IVA | Title IV, Part A (Student Support Academic Enrich.) |
| 1003g | School Improvement Grant 1003(g) | IVB | Title IV, Part B (21st CLCC) |
| PFE | Parent and Family Engagement | VB | Title V, Part B (Rural Education Initiative) |
| IC | Title I, Part C (Migrant Education) | MV | Title IX, Part A (McKinney-Vento Homeless Assist.) |
| ID | Title I, Part D, Subpart 2 (Neglected & Delinquent) | 611 | IDEA 611 (children ages three through 21) |
| IIA | Title II, Part A (Supporting Effective Instruction) | 619 | IDEA 611 (children ages three through five) |
| IIIA (EL) | Title III, Part A (English Learners) |  |  |